INDIANA UNIVERSITY SOUTHEAST

2009-2011 BULLETIN

INDIANA UNIVERSITY SOUTHEAST

Purdue College of Technology

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BULLETIN

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Key to Course Codes

AERO Aerospace Studies
AFRO Afro-American Studies
AHLT Allied Health
ANAT Anatomy
ANTH Anthropology
AST Astronomy
BIOL Biology
BUS Undergraduate Business
CGT Computer Graphics Technology
CHEM Chemistry
CJUS Criminology and Criminal Justice
CMCL Communication and Culture
CMLT Comparative Literature
COAS College of Arts and Sciences
CPT Computer Technology
CSCI Computer Science
EALC East Asian Languages and Culture (Japanese)
ECON Economics
EDUC Education
ECET Electrical Engineering Technology
ENG English
FINA Fine Arts
FREN French
GEOG Geography
GEOL Geology
GER Germanic Languages
HIST History
HON Honors
HPER Health, Physical Education, and Recreation
HUMA General Humanities
IET Industrial Engineering Technology
INFO Informatics
INTN International Studies
IT Industrial Technology
JOUR Journalism
LBST Liberal Studies
MATH Mathematics
MET Mechanical Engineering Technology
MICR Microbiology
MUS Music
NURS Nursing
OLS Organizational Leadership and Supervision
PHIL Philosophy
PHSL Physiology
PHYS Physics
PLSC Plant Science
POLS Political Science
PSY Psychology
REL Religious Studies
SLIS Library and Information Science
SOC Sociology
SPAN Spanish
SPCH Speech
SUPV Supervision
TEL Telecommunications
THTR Theatre
WOST Women's and Gender Studies
ZOOL Zoology

Indiana University Southeast

History

Indiana University Southeast began in 1941 as the Falls Cities Area Center in Jeffersonville. Indiana University Southeast became the official name in 1968, the same year that the campus began offering degrees. The campus today has more than 14,000 alumni. Because of projected enrollment growth, a new campus was constructed in New Albany, and the move from Jeffersonville took place in 1973. Floyd I. McMurray served as director from 1941 to 1956. Byron F. Laird held that post from 1956 to 1965. Edwin W. Crooks, who became the first chancellor in 1968, led the campus from 1966 until 1985. Leon Rand took office in 1986. F. C. Richardson served from 1996 until 2002. Sandra Patterson-Randles was installed as the current chancellor in 2002.

Mission Statement

Indiana University Southeast is the regional campus of Indiana University that serves Southern Indiana and the Greater Louisville metropolitan area. As a public comprehensive university, its mission is to provide high-quality educational programs and services that promote student learning and prepare students for productive citizenship in a diverse society, and to contribute to the intellectual, cultural, and economic development of the region. Its academic programs include a comprehensive array of baccalaureate degrees, a limited number of associate degrees, and a selected set of master's programs. The campus is committed to offering educational programs and services which promote and support diversity in all its aspects. The faculty engage in research and creative activities which strengthen teaching and learning through inquiry onto both the content and the pedagogy of the disciplines and create opportunities for students to engage in applied learning. Finally, members of the campus community are committed to using their professional and personal expertise to address the intellectual, cultural, and economic development needs of the campus's service region.

Core Values

Core values are the authentic guiding principles that define who we are as a university and what we stand for as an institution. They are the timeless values about which we feel passionately—values we would continue to honor even if our circumstances changed in a way that penalized us for holding to them. Because core values define who we are as a university, they act as the foundation upon which we build our mission, vision, and strategic plan.

- **Nurturing Environment**
  We foster a caring campus community that honors diversity, innovation, loyalty, teamwork, mutual respect, and fair play. We work together to create a culture of inclusion and dignity for all.
- **Holistic Learning**
  We provide a rich educational environment of academic excellence that extends beyond the classroom and supports students in reaching their full potential. We seek ways to improve upon the quality and service we provide to students.
- **Integrity**
  We are uncompromising in our commitment to doing the right thing and being direct in our dealings. We are good stewards of our resources and take that responsibility seriously, are conscientious in our decision making, and practice ethical behavior in all we do.
- **Connectedness**
  We engage with and support the many communities to which we belong and from which we draw our strength and potential. We go to extraordinary lengths to serve our communities efficiently and knowledgeably.

These values will enliven discussion and inform our daily decision making process. Our Core Values are placed with our Vision and Mission Statements to remind us of our common purpose and to tell others interested in our campus who we are and what we stand for. Please join us in openly embracing these values as an integral part of the IU Southeast community.

Academic Programs

Indiana University Southeast offers a wide range of bachelor's degree programs and some associate degrees in liberal arts, preprofessional, and professional studies. Graduate programs in business, education, and nursing allow professionals to earn master's degrees. An interdisciplinary Master of Liberal Studies degree is also available. Through the Division of Continuing Studies, students may take credit and noncredit courses in a wide variety of subjects, from Japanese culture to beekeeping.

Academic Sessions

Indiana University Southeast offers four sessions during the year: fall and spring semesters of 15 weeks each, and two 6-week summer sessions. A student may enter at the beginning of any of these sessions. Weekend classes are offered during the fall and spring semesters.

The Faculty

IU Southeast prides itself on the quality of its faculty and programs and the way it serves the region. More than 180 full-time faculty members teach at IU Southeast, augmented by a cadre of adjunct professors. More than 85 percent of the full-time faculty hold doctoral degrees or the equivalent in their fields.

IU Southeast professors believe that being active scholars makes them better teachers. Students benefit from the faculty's dual commitment to good teaching and productive research, not only in the classroom but also in the opportunity to work directly with professors on research projects. Because of such research projects, a number of students have had the rare undergraduate opportunity to present their findings in scholarly papers or in journals on a national level. Not only do students benefit from close contact with professors but they also have access to sophisticated equipment and a range of learning opportunities that at many universities are reserved only for graduate students.

Academic Life

At Indiana University Southeast, you will face challenges as never before, but you won't have to face them alone. Professors and staff will help you achieve your academic goals and fulfill your potential.

For example, they will help you develop the collegiate skills you need to succeed in upper-level courses. These skills include critical thinking, research methods, writing, mathematics, and computer literacy.

IU Southeast also requires that all degree candidates, regardless of major, take a solid foundation in arts, letters, mathematics, and sciences to acquire the breadth of knowledge that is expected of college graduates and that is vital to learning in a changing world.

Many students select career-focused majors in such fields as education, business, nursing, and computer science. Others choose majors in social and natural sciences, humanities, and the arts to prepare themselves for graduate study or career opportunities.

More than four out of five IU Southeast graduates enter the job market immediately. About 15 percent enter graduate and professional schools.

How much time you take to complete your program or achieve your educational goal is up to you. If you can devote full time to your studies, you are encouraged to complete your degree within the traditional four years. If you find it necessary to combine study with work or family responsibilities, or if you have some catching up to do, you may choose to move at a slower pace.

Seniors in high school may take courses at IU Southeast to get a head start in college, and they may gain advanced placement in some subjects by examination.

IU Southeast offers courses from 8 a.m. until 10 p.m., so you can combine an academic schedule with work and family obligations. Courses are also available on Friday nights and Saturdays to extend your study alternatives. Parents may wish to take advantage of the IU Southeast childcare center.

Accreditation

Indiana University Southeast is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504. Phone: 1-800-621-7440. Specific programs are accredited by the following organizations:

AACSB—The International Association to Advance Collegiate Schools of Business
777 South Harbour Island Boulevard, Suite 750
Tampa, FL 33602-5730
(813) 769-6500

American Chemical Society
1155 Sixteenth Street NW
Washington, D.C. 20036
(202) 872-4589

Commission on Collegiate Nursing Education
1 Dupont Circle, Suite 530
Washington, D.C. 20036-1120
(202) 463-6930

Indiana Professional Standards Board
101 West Ohio Street, Suite 300
Indianapolis, IN 46204
(317) 232-9010

Indiana State Board of Nursing
Bureau of Health Professions
402 W. Washington Street, Room 041
Indianapolis, IN 46204
(317) 232-2960

National Council for Accreditation of Teacher Education
2010 Massachusetts Avenue NW, Suite 500
Washington, D.C. 20036-1023
(202) 466-7496

Accreditation Board for Engineering and Technology
111 Market Place, Suite 1050
Baltimore, MD 21202
(410) 347-7700

Academic Program Improvement

Both regional and program-specific accreditations serve as indicators of the quality of an institution. They also indicate a commitment to continuing quality. IU Southeast regularly reviews the effectiveness of its academic programs to determine

what changes may be needed to enhance student learning opportunities. These activities include systematic assessment of student learning in the major and in general education. Students may be asked to take part in activities such as taking standardized exams, preparing portfolios of their work, or engaging in special projects as part of this assessment effort. In addition, each academic program undergoes a review by external evaluators approximately every 7 years. Students may be asked to meet with the evaluators to discuss the quality of their academic experiences as part of these external reviews.

The Student Body

IU Southeast is large enough to offer a comprehensive university experience, yet small enough to value individual identity. Most IU Southeast students are from southern Indiana and the metro Louisville area. Most work while going to school, many of them full time. About half receive some kind of help through the Financial Aid Office. While more than half of the student body are "traditional" students who come directly from high school, many others have returned to college after a number of years to upgrade skills, seek enrichment, and prepare for new careers. A reciprocity agreement between Indiana and Kentucky allows Kentucky residents from Jefferson, Oldham, and Bullitt, and Trimble counties to attend IU Southeast for in-state tuition rates.

The Campus

Indiana University Southeast is one of the most beautiful and distinctive campuses in Indiana. Set on 180 acres of rolling land at the base of the scenic Floyds Knobs, the campus features 10 major buildings whose architecture complements the natural beauty of the land. The focal point of the campus is McCullough Plaza, where paths from all buildings converge at the base of the campus clock.

IU Southeast is located in New Albany, Indiana, just north of I265 at the Grant Line Road exit. The location provides ready access to commuters and visitors from throughout southeastern Indiana and the greater Louisville, Kentucky, area. Most people who live in IU Southeast's service region, which includes nine counties in Indiana and four in Kentucky, may reach the campus in less than an hour's drive. Downtown Louisville is 10 minutes away.

Within easy reach are Kentuckiana's countless attractions and opportunities: the Kentucky Center for the Arts, with its orchestra, ballet, and opera; Churchill Downs; the Speed Art Museum; the Science Center; and Actors Theatre, the nationally acclaimed repertory company. Equally accessible is the area's natural beauty: the Falls of the Ohio State Park, southern Indiana hill country, Patoka Lake recreation area, Clifty Falls State Park, and French Lick, to name just a few places where you may relax and enjoy a variety of outdoor activities.

Facilities

At present there are 10 buildings on campus:

Activities Building:
- Offices of the athletic and intramurals staff
- Recreational and athletic facilities

Children's Center

Crestview Hall:
- Applied Research and Education Center
- Classrooms
- IT Systems and Operations
- Local and Oral History Institute
- Master of Liberal Studies
- School of Social Sciences
- Shyness Institute

Hillside Hall:
- Classrooms
- School of Business School of Education

Knobview Hall:
- School of Arts and Letters
- Classrooms
- Division of Continuing Studies Fine arts studios
- Foreign language laboratory Honors Program
- IT Media and Web Services
- The Writing Center

Library:
- Institute for Learning and Teaching Excellence IU
- Southeast archives
- Library collections
- Group study rooms

Life Sciences Building:
- Classroom and laboratory space for biology, computer science, mathematics, nursing, psychology, and science education
- Mathematics laboratory
- School of Natural Sciences
- School of Nursing

Paul W. Ogle Cultural and Community Center:
- Music program offices and teaching facilities
- Ogle Center offices
- Ogle Center Ticket Office
- Recital Hall
- Richard K. Stem Concert Hall
- Robinson Theater
- Ronald L. Barr Gallery
- Theater program offices and teaching facilities

Physical Sciences Building:
- Classrooms
- Offices and laboratory facilities for chemistry and physics

Residence Lodges
- Grove
- Orchard
- Forest
- Meadow
- Woodland

Service Building:
- Central air-conditioning equipment
- Mail services
- Maintenance shops
- Physical Plant Department
- Printing and duplicating services

University Center:
- Academic Success Center
- Administrative offices
- Admissions
- Adult Student Center Bookstore
- Bursar
- Campus Life
- Career Services
- Center for Mentoring
- Conference Center
- Conference and Dining Services
- Financial Aid
- Information Desk
- Institutional Research and Assessment
- IT Support and Communications
- Personal Counseling Services
- Registrar
- Student Development Center
- Student Organization offices
- University Police

Library Services

The IU Southeast Library contains more than 600,000 volumes in a variety of formats, including printed and electronic books, sound recordings, audio-visual materials, and microforms. It subscribes to more than 1,000 periodicals, is a selective depository for U.S. government publications, and includes a curriculum laboratory that contains K-12 textbooks, media kits, and other teaching materials. The library is home to the Ars Femina Archives, a special collection of music scores authored by women; and the Center for Curriculum Resources, a collection of internationally themed resource kits. The library also houses the IU Southeast archives.

Reference service is available whenever the library is open, and the library offers a rich array of Web-based, full-text information resources, including thousands of online newspapers and scholarly journals. Information literacy classes at several levels are offered throughout the year.

The Indiana University libraries are linked through IUCAT, a shared, Web-based catalog that furnishes access to more than 7,000,000 volumes in the IU library system and to library collections throughout the region. Access to these resources is also available from offices and computer labs across campus as well as from remote sites via the library's Web site.

Through interlibrary loan, students, faculty, and staff at Indiana University Southeast have easy access to the research collections on the Bloomington and Indianapolis campuses and around the nation. In addition, the library collections of colleges and universities in the Louisville metropolitan area are made available through Kentuckiana Metroversity cooperative agreements. The online catalogs of all these libraries have linked access to each other.

Information Technology

IU Southeast maintains a high-speed, campuswide data network to which all students, faculty, and staff are given access. A large number of general and specialized computing applications are supported in both stand-alone and network versions, on Windows and Macintosh computers. Applications include word processing, spreadsheets, database management, presentation and graphics tools, statistical analysis, programming languages, and Internet browsers and development tools.

IU Southeast participates in the Indiana University data network, which is connected to the Internet and other high-speed networks. These connections afford access to numerous computing resources throughout Indiana University and the world.

In general, computing resources are state-of-the-art and can provide appropriate functionality for virtually any instructional or resource need.

Metroversity

IU Southeast is a member of Kentuckiana Metroversity, Inc., a consortium of institutions of higher education in the Louisville metropolitan area. Subject to Metroversity rules and those of the host institution, a full-time student may register for a maximum of 6 undergraduate credit hours during any one semester as a visitor at another member school. Because there are many hundreds of courses available in the consortium, the educational horizons of any one student are significantly widened. Once tuition has been paid at the home institution, the student becomes eligible for all the benefits of Metroversity without additional cost.

Bad Weather Policy

Normally Indiana University Southeast does not cancel classes due to bad weather. On those rare occasions when conditions indicate that a delay or a cancellation is necessary, an official announcement

will be broadcast on local television stations and through IU Notify. The announcement will state that classes either will be delayed on the snow schedule listed as follows or will be cancelled for a specific period of time. On the snow schedule, only emergency personnel should report before the time indicated. Campus closing information is also available on the campus Web site (www.ius.edu) and by calling (812) 941-2567 .

Snow Schedule

Monday through Friday classes:

8 a.m. classes meet from 10 a.m. until 10:55 a.m.
9:30 a.m. classes meet from 11 a.m. until 11:55 a.m.
11 a.m. classes meet from 12 noon until 12:55 p.m.
All other classes meet at regular times.

Saturday classes:

Morning classes meet from 10 a.m. until 12 noon.
Afternoon classes meet at regular times.

Off-campus classes:

Off-campus classes meet according to those facilities' schedules.

Admissions and Transfers

Anne M. Skuce, *Director of Admission/Assistant Vice Chancellor for Enrollment Management*

Indiana University has adopted the following admissions policy to ensure that undergraduate students are properly prepared for college course work. These standards as adopted seek to ensure either adequate academic preparation in high school or evidence of unusual motivation on the part of each student admitted to the university. Additionally, Indiana University supports Core 40 and recommends that Indiana high school graduates complete the Core 40 curriculum. The following requirements for admission were effective beginning fall semester 2007:

Admission Requirements for Entering Students[1]

Section 1. Introduction

Indiana University Southeast is committed to the goals of quality, full diversity, and access in admission policies. IU Southeast will strive to have an undergraduate student body whose members are well-qualified for its courses and programs and who represent the full range of diversity within the region that it serves.

IU Southeast will base its admission decisions on an overall evaluation of applicants' merits, strengths, and weaknesses. Applicants should demonstrate combinations of academic preparation, aptitude, motivation, and maturity that indicate a reasonable chance for success in IU Southeast's academic programs. Admission to IU Southeast is at the discretion of IU Southeast.

In its admission policy, IU Southeast supports and complies with Affirmative Action regulations. No one will be denied admission on the grounds of sex, age, race, religion, ethnic origin, veteran status, disability, or sexual orientation.

Section 2. Academic Preparation

IU Southeast has adopted standards for academic preparation to ensure that its degree-seeking undergraduate students have a background that makes it reasonably likely that they will succeed in college-level work.

All persons applying for admission to undergraduate programs must, before they matriculate, graduate from high school, earn a GED, or graduate from a home school.

Students who are recent graduates from an Indiana high school should have completed the Core 40 requirements. Completion of an Academic Honors Diploma is strongly encouraged for college-bound students. For the purposes of this policy, a recent graduate is defined as someone whose high school graduation date is within two years of his or her expected date of matriculation at IU Southeast.

Students who are recent graduates of high schools outside Indiana, or whose secondary school does not offer the Core 40 diploma, must have completed at least twenty eight (28) credits of college-preparatory courses, advanced placement courses, and/or college courses. (**Note:** The word "credit" means a one-semester course, such as a one-semester course in high school, a three credit hour college semester course, or a four credit hour college quarter course.)

Home-schooled students must provide an official transcript with the home school educator's notarized signature and the results of an SAT or ACT test.

Section 3. Academic Abilities, Achievements, Motivation, and Maturity

Academic success at the college level depends upon a range of factors in addition to academic preparation, including verbal, writing, quantitative, and reasoning abilities; academic motivation, work, and persistence; and academic maturity. IU Southeast uses a student's performance in high school course work as a primary indicator of abilities, motivation, persistence, and maturity. In addition, current high school seniors and recent graduates must submit scores from a nationally standardized college admissions examination (SAT or

[1] Some academic programs require specific qualifications in addition to those enumerated in this policy.

ACT). Test scores may be used as indicators of likely success at IU Southeast when taken in combination with high school preparation and performance.

Essays, extracurricular activities, recommendation letters, community service, and work experience may also be considered as evidence of academic motivation and maturity.

Section 4. First-Time Undergraduate Students

Applicants for admission as first-time undergraduate students should have followed or be following a program of study that will meet the standards in Section 2: Academic Preparation and satisfy the guidelines in Section 3: Academic Abilities, Achievements, Motivation, and Maturity. Admission decisions may also take into account the strengths and weaknesses of the applicants' college preparatory programs and the trends of applicants' grades in college-preparatory courses. In the case of high school seniors, admission decisions will be based on completed course work and performance and on anticipated course work still required for graduation.

Applicants who are recent graduates from an Indiana high school and who completed Core 40 with at least a C (2.0 on a 4.0 scale) average, or who have completed an Academic Honors Diploma, will be admitted.

Applicants who are recent graduates of high schools outside Indiana or did not complete the Core 40 diploma must have completed at least twenty eight (28) credits of college-preparatory courses, advanced placement courses, and/or college courses. Such applicants who have a B (3.0 on a 4.0 scale) average in their course work will be admitted. Such applicants who have a C+ (2.5 on a 4.0 scale) average in their course work, and an SAT score of 950 or ACT score of 19 will be admitted.

Students who do not meet the preceding admission requirements may be admitted as qualified students with two of the three following criteria: 2.0 grade point average on a 4.0 scale, 26 college preparatory courses, 900 SAT or 19 ACT.

Home-schooled students must provide an official transcript with the home school educator's signature and SAT or ACT scores. The admission decision will be based on the high school course work and a test score that is indicative of likely success at IU Southeast.

Applicants with a General Education Development (GED) diploma must present a GED score of at least 500 (50 on the former scale).

Applicants who have been out of high school for more than two years, and who do not meet the minimum requirements listed for first-time undergraduate students, must speak individually with an admission counselor to demonstrate intention through such factors such as job responsibilities, military service, and other experience.

The campus may, at its discretion, admit a student on a probationary basis and/or through faculty sponsorship.

Section 5. External Transfer Students

Applicants who have previously attended one or more community colleges, colleges, and/or universities should have satisfied the course requirements in Section 2: Academic Preparation either in high school or in their prior college studies, and must satisfy the following requirements:

- Applicants must submit official transcripts from all institutions previously attended. Applicants must demonstrate a cumulative college grade point average of at least 2.0 on a 4.0 point scale and must be eligible to return to their previous college.
- To be considered a transfer student, students must have attempted at least 12 credit hours from an approved institution of higher education. The student who has attempted fewer than 26 transferable college credit hours must comply with entering student admission requirements as specified in Section 4: First-Time Undergraduate Students.

For applicants who have not attended a community college, college, or university within the past three years, admission can be based on factors such as maturity, work experience, and military service as determined by the Office of Admissions.

Some IU Southeast schools and academic programs may have higher standards and specific requirements for admission to a particular program, in addition to those mentioned here.

The campus may, at its discretion, admit a student on a probationary basis and/or through faculty sponsorship.

Section 6. Inter-Campus Transfer Students

Applicants for transfer to IU Southeast from another campus of Indiana University must have an Indiana University cumulative grade point average of at least 2.0 and should have satisfied the course requirements in Section 2: Academic Preparation, either in high school or in their prior college studies.

Some IU Southeast schools and academic programs may have higher standards and specific requirements for admission to a particular program, in addition to those mentioned here.

The campus may, at its discretion, admit a student

on a probationary basis and/or through faculty sponsorship.

Section 7. Non-Admitted Applicants
If an applicant is not admitted, the applicant will be advised of the steps to take in order to be reconsidered at a later date.

Section 8. Responsibilities and Accountability
The IU Southeast Vice Chancellor for Student Affairs, working in conjunction with the Vice Chancellor for Academic Affairs and the Faculty Senate, shall be responsible for the admission procedures followed on the campus; for ensuring compliance with the admission policies, standards, goals and guidelines herein set forth and adopted by the Board of Trustees; and for achieving satisfactory levels of student academic quality and success.

Applications

Applications may be filed after completion of the junior year in high school. Early admission will be granted to superior students who have completed the required tests and are taking the necessary senior subjects. Transfer applicants may apply during the school year preceding proposed entry. Priority dates for applications are December 1 for spring semester, April 15 for first summer session, June 1 for second summer session, and July 15 for fall semester. Students from other universities who desire to attend as nondegree students must apply for admission and submit an official transcript from the home institution. (Nondegree student status requires that students be in good standing at their home institutions with grades that average C or better.) A nonrefundable application fee is required of each applicant who is new to the university. All questions concerning admission should be directed to the Office of Admissions at Indiana University Southeast.

Special Admissions

Under certain circumstances students may be admitted to one of the following special categories, as noted in the following sections:

Visiting Students Students who are seeking degrees at institutions other than Indiana University and who are in good academic standing may be admitted for one semester to nondegree status at IU Southeast. Also, students holding bachelor's degrees who wish to enroll for either undergraduate or graduate courses but are not in pursuit of degrees are classified as nondegree students. Students applying for nondegree status are required to submit the application, application fee, and official transcripts.

International Students All non–United States citizens or permanent residents who are interested in studying at Indiana University Southeast are required to submit the International Application for Admission. This application, along with the appropriate educational records, will be evaluated and processed in accordance with SEVIS guidelines.

High School Superior students currently attending local high schools may be granted permission to enroll for certain predetermined classes at IU Southeast.

Auditing Some students may wish to enroll in a course without working for or expecting to receive formal credit. They may enroll as special audit students. New students must be eligible for admission. The application for admission, the application fee, and appropriate academic credentials are required. Students previously enrolled or concurrently enrolled in credit courses may enroll as auditors by informing registration personnel during the registration period or before the first class meeting. Changes from audit to credit status are prohibited after the second week of classes (first week of classes in summer sessions), unless approved by the vice chancellor for academic affairs. Fees for audit courses are the same as for credit courses. Courses completed as audits will be entered on the student's transcript with an "NC" notation for "no credit" in place of a grade. The NC notation recorded for an audited course may not be changed subsequently to a regular grade for credit.

Intercampus and Intrauniversity Transfers

Students who have been regularly admitted to Indiana University, who have attended one campus or who are in one degree-granting school or division, and who have maintained the required grade point average (usually 2.0) may usually transfer to another IU campus or another degree-granting school or division by complying with established procedures and deadlines. The appropriate academic dean should be consulted for further information.

See also "Transfer to Other Indiana University Campuses" in the "Academic Regulations" section.

Credit Transfer Policy for Bachelor's Degrees

Students wishing to transfer from other institutions must request admission and transfer of credit by submitting official transcripts from each institution previously attended and by meeting requirements for transfer students. Transcripts should be sent to the IU Southeast Office of Admissions for evaluation.

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

Indiana University Southeast. Usually, the maximum number of transfer credit hours that may be counted toward the minimum 120 credit hours necessary for graduation is 90, including credit earned at other campuses of Indiana University. Not more than 64 credit hours earned in approved junior colleges may be applied toward a degree.

No credit will be allowed at Indiana University for courses taken at another institution in which students have received a grade of C– or lower. Grades earned at any campus of Indiana University that have been certified as transferable for credit are used to compute grade point averages.

IU Southeast does not automatically accept transfer credits for college course work taken prior to graduation from high school. Students must report such course work when applying for admission, and may be asked to provide information about the nature and circumstances of the courses so that the request for transfer credit can be evaluated.

Advanced Placement and/or Credit

Indiana University Southeast will grant placement into courses and/or credit in courses it offers, provided that students meet criteria acceptable to the appropriate department.

Advanced Placement Many courses at the university have prerequisites or demand a certain level of proficiency. In some cases, students may be placed into an advanced course after proving proficiency on an examination. Placement into such advanced courses is a method of satisfying the entrance requirements for the advanced courses, but credit is not automatically granted.

Advanced Credit In some instances, a student receiving advanced placement may also receive credit that may be used to satisfy graduation requirements. The standards of performance for advanced credit are higher than for advanced placement.

Departmental criteria for both advanced placement and advanced credit are set by the IU Southeast faculty of the appropriate department. Standards are necessarily similar to standards on other IU campuses.

Students may use the Scholastic Aptitude Test (SAT), the Advanced Placement Program, the College Placement Program, the College Level Examination Program (CLEP), other national tests, and/or instruments devised by IU Southeast faculty to demonstrate that they meet the standards for advanced placement and/or advanced credit.

Usually, advanced placement and advanced credit are of greatest value to new students, but other students should consult the department involved because they also may benefit from the availability of these programs.

The number of advanced credit hours that will be allowed toward graduation is determined by the school or division awarding the degree.

Graduate Students

A student planning to complete one of the master's degrees offered by Indiana University Southeast must apply for and be accepted into the desired graduate program. Information can be secured at the appropriate office. Other students wishing to register for graduate courses at Indiana University Southeast must have their admission cleared in advance with the dean of the school in which they may wish to earn their degrees. If students register for graduate credit without the approval of their school, they do so without the assurance that credit for such work may be applied toward fulfilling requirements for an advanced degree. Note that it is Indiana University policy to assess graduate fees for all courses in which a graduate student enrolls, regardless of the level of the course.

Second Undergraduate Degree

Normally, the holder of a bachelor's degree who wishes to pursue a further educational goal should seek entry into a graduate program. In certain cases, however, the assistant vice chancellor for enrollment management may admit a bachelor's degree holder to candidacy for an associate degree or a second bachelor's degree. Forms to petition for such admission are available through the Office of Admissions. When such admission is granted, the candidate must meet the requirements of the school or division and of the department in which the student is a candidate. Candidates for a second bachelor's degree must earn at least 26 additional credit hours in residence. The student must apply for undergraduate admission and meet all requirements as stated under the section entitled "Transfer Applicants."

Criminal Activity Disclosure

Indiana University Southeast is committed to maintaining a safe environment for all members of the university community. As part of this commitment, the university requires applicants to disclose certain types of criminal activity as part of the application process. A previous conviction or previous conduct does not automatically bar admission to the university, but does require review. For more information, please contact the Office of Admission.

Special Programs

College Preparatory/Student Outreach Programs
These programs were created to establish a partnership with the New Albany Floyd County

and the Greater Clark County School Corporations. The primary objectives are to facilitate academic achievement, begin career exploration, increase awareness of the college admission standards, and guide participants through the college application process.

Through this program students are encouraged to prepare for and pursue a college education. Program participants, students in grades 9 through 12, prepare for the SAT and ACT, take campus tours, hear guest speakers, and attend financial aid workshops. Other workshops focus on study skills, with an emphasis on academic, career, and personal development.

Student Ambassador Program The Student Ambassador Program is an excellent opportunity for upper-level students to assert themselves in leadership positions while providing an important service to incoming students. Student ambassadors represent the university by leading tours, participating in open house events and orientation programs, and maintaining contact with prospective students.

Fees and Financial Assistance

Tuition and Fees

Tuition and fee due dates are posted on the Office of the Bursar Web site (www.ius.edu/bursar) each semester and are subject to change by action of the Board of Trustees of Indiana University.

All students who are new to the university are charged a nonrefundable application fee and new student enrollment fee.

Basic Costs

Expenses for attending Indiana University Southeast for an academic year, including in-state tuition, mandatory fees, and parking are posted on the Office of the Bursar Web site (www.ius.edu/bursar). Expenditures for books, supplies, clothing, travel, entertainment, and personal items are not included in this estimate.

Account Holds

Students who have a past due balance may have a hold placed on their student account. Students who have a hold on their account are not permitted to register or to receive certified records without authorization from the university office that put the hold on the student account.

Refunds

Whenever an insufficient number of students register for a course, the university reserves the right to cancel the course and refund all fees.

A student who withdraws from a course or courses during the first four weeks of fall and spring semesters, or the first two weeks of a summer session, may be eligible for a refund. The student must withdraw from classes at the Office of the Registrar during the specified period to be eligible for a refund. Students are advised to consult the Office of the Bursar Web site (www.ius.edu/bursar) to determine the current refund schedule.

When individual circumstances may warrant exceptions from the published policy, a student can petition for a "Student Fee Refund Appeal" for up to one year from a semester if they have completely withdrawn from the course(s) in question. If the student has not withdrawn from the course(s) and is not eligible to petition for a late withdrawal or the petition for a late withdrawal is denied, the student will not be eligible to petition for a fee refund appeal. When a fee refund appeal is submitted, it can take 2-4 weeks for the committee to meet and render a decision. Noncourse-related fees (i.e., late registration, late payment, late schedule change and deferment) are not refundable fees and will not be considered in the appeal process. A Student Fee Refund Appeal Form can be obtained through the Office of the Bursar located in the University Center South, Room 103. Continuing Studies' noncredit course refunds will not be made after the first class meeting.

Credit Cards

Students should refer to the Office of the Bursar Web site (www.ius.edu/bursar) for the most recent information on payment options. Any credit on an account paid by credit card must be credited back to the credit card account first. Any remaining credit over $10 would then be issued in the form of a check or direct deposit (if the student has signed up).

Deferred Tuition and Fees

Students who are eligible to defer tuition and fees must make an initial down payment by the scheduled due date. Depending on the date of registration, students may be eligible for one of two deferment options. Early registrants are eligible for a four-payment deferment option. Later registrants are eligible for a three-payment deferment option. Consult the Office of the Bursar Web site (www.ius.edu/bursar) for due dates, deferment cut-off dates, and all deferment options.

Past Due Accounts

For any given semester that a student enrolls at IU Southeast, there is a specific due date for tuition and fee payment. This date is listed on the Account Statement and on the Office of the Bursar Web site (www.ius.edu/bursar). IU Southeast also mails monthly statements, and payment is due by the 15th

of the following month. These statements may be for personal deferments, VA deferments, financial aid deferments/repayments, sponsored fee adjustments, application fees, refunds, returned checks and fees, loans, parking fines, library charges, transcript fees, charges from other IU Southeast departments, etc.

Once an account becomes past due, a hold will be placed on the account to prevent the holder from registering, receiving a refund, or obtaining an official transcript until the debt is paid in full.

To resolve a past due account, payment in full must be made with guaranteed funds (cash, credit card, money order, cashier's check, etc.). When an account continues to be past due, IU Southeast will forward the account to a third-party collection agency.

Any questions on this policy should be directed to the Office of the Bursar, University Center South, Room 103; phone (812) 941-2335; or e-mail bursar@ius.edu.

Hours of operation for the Office of the Bursar are
8 a.m. to 6 p.m. Monday through Thursday;
8 a.m. to 5 p.m. Friday.

Student Photo ID Card (U Card)

All students at IU Southeast are entitled to one photo ID card, the UCard, which is valid a maximum of five years or as long as students are registered for classes. The UCard serves as your ID, a debit card at accepted locations, and security access card on campus. This card also serves as an Indiana University library card on any Indiana University campus and allows students to take advantage of many student discount opportunities on campus and around the community. Students may be required to show this card on campus when purchasing software, using athletic facilities, purchasing tickets to events, or participating in various student activities. University police may require students to show their ID at any time. In addition, various campus organizations or faculty members may choose to require the ID card for their own purposes. ID cards are available through the Campus Card Services/Office of the Bursar, Room US103, located on the first floor of the University Center South building. If your card is lost or stolen, notify Campus Card Services immediately at 812-941-2335 during business hours and the university police at 812-941-2400 after business hours to have it deactivated. Replacement cards are available for $25.00.

Schedule of Fees

The Trustees of Indiana University determine the tuition and fee schedule for all Indiana University campuses. Because this schedule is subject to change from session to session, students are advised to consult the Office of the Bursar Web site (www.ius.edu/bursar) to determine the current fees for any given session. Note that Indiana University policy is that tuition and fees are assessed based on the student's classification as a graduate or undergraduate student, not on the basis of the level of the course(s) the student is taking.

Students are advised to make no payments to any administrative employee or faculty member who cannot furnish an official Indiana University receipt.

Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes

These Rules establish the policy under which students shall be classified as residents or nonresidents upon all campuses of Indiana University for university fee purposes. Nonresident students shall pay a nonresident fee in addition to fees paid by a resident student.

These Rules shall take effect February 1, 1974; provided that no person properly classified as a resident student before February 1, 1974, shall be adversely affected by this Rule, if he or she attended the university before that date and while he or she remains continuously enrolled in the university.

1. "Residence" as the term, or any of its variations (e.g., "resided"), as used in the context of these Rules, means the place where an individual has his or her permanent home, at which he or she remains when not called elsewhere for labor, studies, or other special or temporary purposes, and to which he or she returns in seasons of repose. It is the place a person has voluntarily fixed as a permanent habitation for himself or herself with an intent to remain in such place for an indefinite period. A person at any one time has but one residence, and a residence cannot be lost until another is gained.
   (a) A person entering the state from another state or country does not at that time acquire residence for the purpose of these Rules, but except as provided in Rule 2(c)1, such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.
   (b) Physical presence in Indiana for the predominant purpose of attending a college, university, or other institution of higher education shall not be counted in determining the 12-month period of residence; nor shall absence from Indiana for such purpose deprive a person of resident student status.
2. A person shall be classified as a "resident student" if he or she has continuously resided in Indiana for at least 12 consecutive months immediately preceding the first scheduled day of classes of the semester or other session in which the individual registers in the university, subject to the exception

in (c)[1] that follows.

(c) The residence of an unemancipated person under 21 years of age follows that of the parents or of a legal guardian who has actual custody of such person or administers the property of such person. In the case of divorce or separation, if either parent meets the residence requirements, such person will be considered a resident.[2]

(b) If such person comes from another state or country for the predominant purpose of attending the university, he or she shall not be admitted to resident student status upon the basis of the residence of a guardian in fact, except upon appeal to the Standing Committee on Residence in each case.[1]

(c) Such person may be classified as a resident student without meeting the 12-month residence requirement within Indiana if his or her presence in Indiana results from the establishment by his or her parents of their residence within the state and if he or she proves that the move was predominantly for reasons other than to enable such person to become entitled to the status of ''resident student.''[1]

(d) When it shall appear that the parents of a person properly classified as a ''resident student'' under subparagraph (c) above have removed their residence from Indiana, such person shall then be reclassified to the status of nonresident; provided, that no such reclassification shall be effective until the beginning of a semester next following such removal.

(e) A person once properly classified as a resident student shall be deemed to remain a resident student so long as remaining continuously enrolled in the university until such person's degree shall have been earned, subject to the provisions of subparagraph (d) above.[3]

3. The foreign citizenship of a person shall not be a factor in determining resident student status if such person has legal capacity to remain permanently in the United States.[3]

4. A person classified as a nonresident student may show that he or she is exempt from paying the nonresident fee by clear and convincing evidence that he or she has been a resident (see Rule 1 above) of Indiana for the 12 months prior to the first scheduled day of classes of the semester in which his or her fee status is to be changed. Such a student will be allowed to present his or her evidence only after the expiration of 12 months from the residence qualifying date, i.e., the date upon which the student commenced the 12- month period for residence. The following factors will be considered relevant in evaluating a requested change in a student's nonresident status and in evaluating whether his or her physical presence in Indiana is for the predominant purpose of attending a college, university, or other institution of higher education. The existence of one or more of these factors will not require a finding of resident student status, nor shall the non-existence of one or more require a finding of nonresident student status. All factors will be considered in combination, and usually resident student status will not result from the doing of acts which are required or routinely done by sojourners in the state or which are merely auxiliary to the fulfillment of educational purposes.

(a) The residence of a student's parents or guardians.
(b) The situs of the source of the student's income.
(c) To whom a student pays his or her taxes, including property taxes.
(d) The state in which a student's automobile is registered.
(e) The state issuing the student's driver's license.
(f) Where the student is registered to vote.
(g) The marriage of the student to a resident of Indiana.
(h) Ownership of property in Indiana and outside of Indiana.
(i) The residence claimed by the student on loan applications, federal income tax returns, and other documents.
(j) The place of the student's summer employment, attendance at summer school, or vacation.
(k) The student's future plans including committed place of future employment or future studies.
(l) Admission to a licensed profession in Indiana.
(m) Membership in civic, community, and other organizations in Indiana or elsewhere.
(n) All present and intended future connections or contacts outside of Indiana.
(o) The facts and documents pertaining to the person's past and existing status as a student.
(p) Parents' tax returns and other information,

[1] Rules 2(b) and 2(c) apply only to unemancipated persons under 21 years of age.

[2] Invocation of the provision in Rule 2(a) that applies to cases of divorce or separation requires appropriate legal documentation.

[3] NOTE: Effective fall 2007, students with immigration statuses which permit the establishment of a domicile in the United States may be eligible to pay resident fees. Current eligible classifications are: A-1, A-2, A-3, E-1, E-2, E-3, G-1, G-2, G-3, G-4, H-1B, H-4, I, L-1, L-2, O-1, O-3, V-1, V-2, and V-3. Continuing eligibility to remain classified as a resident student for fee-paying purposes depends upon the continued maintenance of eligible immigration status. Contact the registrar's office for more information.

particularly when emancipation is claimed.

5. The fact that a person pays taxes and votes in the state does not in itself establish residence, but will be considered as hereinbefore set forth.
6. The registrar or the person fulfilling those duties on each campus shall classify each student as resident or nonresident and may require proof of all relevant facts. The burden of proof is upon the student making a claim to a resident student status.
7. A Standing Committee on Residence shall be appointed by the president of the university and shall include two students from among such as may be nominated by the student body presidents of one or more of the campuses of the university. If fewer than four are nominated, the president may appoint from among students not nominated.
8 A student who is not satisfied by the determination of the registrar has the right to lodge a written appeal with the Standing Committee on Residence within 30 days of receipt of written notice of the registrar's determination, which committee shall review the appeal in a fair manner and shall afford to the student a personal hearing upon written request. A student may be represented by counsel at such hearing. The committee shall report its determination to the student in writing. If no appeal is taken within the time provided herein, the decision of the registrar shall be final and binding.
9. The Standing Committee on Residence is authorized to classify a student as a resident student, though not meeting the specific requirements herein set forth, if such student's situation presents unusual circumstances and the individual classification is within the general scope of these Rules. The decision of the committee shall be final and shall be deemed equivalent to a decision of the Trustees of Indiana University.
10. A student or prospective student who shall knowingly provide false information or shall refuse to provide or shall conceal information for the purpose of improperly achieving resident student status shall be subject to the full range of penalties, including expulsion, provided for by the university, as well as to such other punishment which may be provided for by law.
11. A student who does not pay additional monies that may be due because of his or her classification as a nonresident student within 30 days after demand, shall thereupon be indefinitely suspended.
12. A student or prospective student who fails to request resident student status within a particular semester or session and to pursue a timely appeal (see rule 8) to the Standing Committee on Residence shall be deemed to have waived any alleged overpayment of fees for that semester or session.
13. If any provision of these rules or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of these rules that can be given effect without the invalid provision or application, and to this end the provisions of these rules are severable. Students whose residency information has changed should contact the Office of the Registrar.

Reciprocity between Indiana and Kentucky

A tuition reciprocity agreement between Indiana and Kentucky permits eligible residents of Bullitt, Jefferson, Oldham, and Trimble counties in Kentucky to enroll at IU Southeast at resident tuition rates. The rules for determining residency status for residents of Bullitt, Jefferson, Oldham, and Trimble counties in Kentucky are the same as the currently established "Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes." Information for prospective students is available from the Office of Admissions, University Center 100, (812) 941-2212. Information for continuing students is available from the Office of the Registrar.

Student Financial Aid

Brittany C. Hubbard, *Director of Financial Aid*

Philosophy

Indiana University Southeast's financial aid program provides assistance and advice to students who would be unable to pursue their education at the university without such help. Scholarships, grants, loans, and part-time employment are available singly or in various combinations to assist in meeting the difference between the cost of attending IU Southeast and the amount the student and the student's family can reasonably be expected to provide.

Eligibility

Students who are United States citizens, nationals, or permanent residents may be eligible for financial aid at IU Southeast. In order to be eligible for most forms of aid, an applicant must be accepted for regular admission to IU Southeast as a degree-seeking student and be enrolled in classes at least half time. Certain types of assistance programs do require that an applicant be a full-time student. Loans and many other

programs require half-time enrollment. Some grants are available at less than half-time enrollment.

Need Analysis

Indiana University Southeast uses the federal need analysis system to assist the staff in determining financial need. This system uses a federally mandated formula based upon family income, assets, and other resources of the student and the student's family to determine the family's ability to provide for the student's educational expenses.

In applying for financial aid, each applicant is required to submit the Free Application for Federal Student Aid (FAFSA) according to the instructions on the form. The FAFSA is available on the Internet at www.fafsa.ed.gov, or by calling 1-800-4-FED-AID (1-800-433-3243) to request a paper copy. The financial aid staff determines the student's need upon receiving the financial data from the FAFSA. Filing by March 1 prior to the fall the student plans to attend will ensure consideration for all federal, state, and institutional programs. Filing after March 1 may eliminate eligibility for some programs. Students selected for verification will be notified in writing of documents needed to complete their file.

Change of Status

Students must notify the Office of Financial Aid if they receive any additional financial assistance after filing an application. Any change in the student's or the family's financial position should also be reported. In addition, students who have been granted assistance are responsible for notifying the Office of Financial Aid of any change in academic program, residence, telephone number, or marital status. Failure to carry out any of these responsibilities may result in cancellation of the student's award.

How to Apply

1. Obtain a Free Application for Federal Student Aid (FAFSA) on the Internet at www.fafsa.ed.gov or by calling 1800-4-FED-AID (1-800-433-3243) to request a paper copy. If you are applying only for non–need-based aid (e.g., Employee Fee Courtesy, academic achievement scholarships, etc.), the FAFSA is not required. Some scholarships, however, do require the FAFSA. We encourage you to apply for ALL types of aid available.
2. Apply for all other types of aid for which you may be eligible from nonuniversity sources.
3. Reapply every year to be considered for financial aid. Awards based upon the submission of this application are only for the summer and/or the academic year that you indicate.

Institutional Assistance/Scholarships

Indiana University Southeast offers a number of merit– and need-based awards to deserving students. To be considered for institutional need-based assistance, students must complete the IU Southeast Scholarship Application and the Free Application for Federal Student Aid (FAFSA) by the **February 1** priority deadline.

Students are also encouraged to apply for the wide range of scholarships offered by the university or university supporters. A full list of scholarships is available online (www.ius.edu/financialaid/ScholarshipsGrants.cfm).

Application procedures for scholarships designated for continuing students vary. For information, please contact the Office of Financial Aid or the department offering the scholarship.

Grants

All applicants are considered for the grant programs on the basis of financial need, as determined by the FAFSA.

The ***Federal Pell Grant*** is available to eligible undergraduate students attending IU Southeast.

The ***Academic Competitiveness Grant*** is available to Federal Pell Grant recipients who completed a rigorous secondary school program of study as defined by the U.S. Department of Education. Additional requirements apply. More information is available online at www.ius.edu/financialaid/ScholarshipsGrants.cfm.

The ***National SMART Grant*** is available to Federal Pell Grant recipients who are pursuing a degree in mathematics, science, technology, engineering, or a critical foreign language as defined by the U.S. Department of Education. Additional requirements apply. More information is available online at www.ius.edu/financialaid/ScholarshipsGrants.cfm.

The ***Federal Supplemental Educational Opportunity Grant*** (FSEOG) is a federal grant awarded to students who demonstrate financial need.

Various University grants are also available to students who qualify on the basis of need.

Loans

The ***Federal Perkins Loan*** is available to students who demonstrate financial need. It is repayable with an interest rate of 5 percent beginning 9 months after graduation or when the student drops to less than half-time enrollment.

To apply for a ***Federal Stafford Loan***, all undergraduate students must complete a Free Application for Federal Student Aid (FAFSA).

Students should check with the Financial Aid Office for the most current interest rate.

The ***Federal PLUS Loan*** is a program whereby parents can borrow up to the difference between cost of education and other financial aid for each undergraduate dependent child. The interest rate is variable with an 9.0 percent cap, with repayment beginning within 60 days of disbursement of the loan.

IU Southeast participates in the William D. Ford Federal Direct Loan Program, thus the lender for all Stafford and PLUS loans is the U.S. Government. More information on student loans can be found online at www.ius.edu/financialaid/Loans.cfm

Employment (Work-Study Program)

The ***Federal Work-Study Program*** offers part-time employment to students with financial need. Students employed through this program may work up to 20 hours per week. Federal Work-Study positions are posted through the Office of Career Services (UCS 106) and are available to be viewed on the Internet at www.ius.edu/CareerServices.

Other Aid

Through the ***Child of Veteran and Public Safety Officer Supplemental Grant Program*** (CVO), children of disabled veterans of World Wars I or II, the Korean conflict, or the Vietnam era (i.e., those veterans who have suffered service-connected injury, disability, or death) are eligible for a remission of fees. Applicants must have resided in the state of Indiana for the year prior to enrolling. A certificate of disability is required for initial consideration. The award may be received for 124 credit hours. Completion of the FAFSA is required.

Military personnel who take classes while on active duty may receive financial assistance from their service branch for partial payment of fees. Applications for these educational benefits must be made to the appropriate military officials.

Veteran's benefits of several types are available to IU Southeast students.

For further information, interested persons should contact the veterans' representative in the IU Southeast Office of the Registrar.

Vocational Rehabilitation Benefits may be available to students with disabilities that interfere with their ability to pursue gainful occupations. Interested persons should apply to the State Vocational Rehabilitation Division, 1452 Vaxter Avenue, Clarksville, IN 47131.

The *State Student Assistance Commission of Indiana (SSACI)* administers various programs for Indiana residents. For most of these programs, applicants must complete the Free Application for Federal Student Aid (FAFSA), indicating that the information be sent to the state agency. To be eligible for programs administered by SSACI, the FAFSA must be received by the processor by March 10.

Minority Teacher Scholarships are awarded to black or Hispanic students from Indiana who plan a career in teaching in Indiana.

Indiana Nursing Scholarships are awarded to nursing students based on need and academic achievement; these cover tuition and the activity fee. Recipients are required to work in an Indiana health care facility for two years after graduation.

Paul Douglas Teacher Scholarships are awarded to education majors who graduated in the top 10 percent of their high school class. Recipients must teach for two years for each year they receive the scholarship.

The Frank O'Bannon Grant is based on need and applied against tuition up to the amount of the award.

The Twenty-First Century Scholar Award goes to eligible students (first established when the student was an eighth grader) and is awarded in an amount not to exceed tuition up to 15 credit hours per semester.

Organizations and individuals outside the university award other scholarships, awards, and prizes. Many local clubs, service organizations, businesses, and labor unions provide funds for students. Students are encouraged to investigate such sources in their home communities and with resource material available in the IU Southeast Library.

Satisfactory Academic Progress for Financial Aid Recipients

The Higher Education Amendments of 1976 and the Indiana State Student Assistance Commission require that a student receiving federal or state financial aid must make "satisfactory academic progress." In general, "satisfactory academic progress" (SAP) may be defined as proceeding toward successful completion of degree requirements.

Satisfactory academic progress for an undergraduate student is defined as the successful completion of 67 percent of all courses attempted for an academic year. In addition to a 67 percent completion rate, undergraduate students must also demonstrate academic ability by maintaining a minimum cumulative grade point average of 2.0 (C). For students in a baccalaureate degree program, eligibility for an undergraduate student may not extend beyond 180 credit hours attempted (including transfer credits). Students in associate programs are limited to 90 credit

hours. Students in master's programs are limited to 45 credit hours.

A student who has not met the academic progress requirements at the end of the spring semester will be ineligible to receive aid. See the full SAP policy at www.ius.edu/financialaid/.

Withdrawing/Ceasing to Attend Class

In accordance with federal regulations, students who withdraw from the university before the end of the semester may be required to repay federal or state financial aid funds received for use during that semester. The amount of the repayment depends upon the point in the semester at which the student withdraws. Students who cease to attend but fail to withdraw may also be subject to repayment of financial aid. Contact the Office of Financial Aid for further information.

Appeals

Students suspended from eligibility may file a written appeal with the IU Southeast Office of Financial Aid.

1. The appeal should explain why the student believes that the suspension should not be enforced and how the student expects to overcome any obstacles contributing to past difficulties. Documentation from third parties (e.g., physician, instructor, counselor) is encouraged.
2. The first level of appeal will be to the SAP Appeals Committee.
3. The student will receive a written response from the administrator granting or denying the appeal.
4. The student may accept the decision or, if denied, may file a formal request for a second appeal. The Financial Aid Appeals Committee will hear this appeal. The student will receive a written response explaining the decision.
5. The student may either accept the decision or, if denied, file a written request for a third appeal.
6. The financial aid director or his/her designee will hear this appeal for a final decision. The student will receive a written response.

Disbursements of Aid Funds

With the exception of Federal Work-Study, all financial aid will be credited to the student's bursar account with the university. Federal Work-Study checks are issued every two weeks for actual hours worked. After tuition, fees, and miscellaneous charges are placed on the account, any aid awarded in excess of the charges will be made available to the student, who may use these funds for books, living expenses, transportation, etc.

Award Notification

It will take approximately four to six weeks for the results of the Free Application for Federal Student Financial Aid (FAFSA) to be transmitted to the Office of Financial Aid. Depending upon the time of year (processing is very heavy during March, April, and May), a Financial Award Notification will be sent within four weeks. Notifications to incoming freshmen will be sent in paper form to the student's address. This form will list all of the aid awarded to you by program and amount. If you wish to reject any or all of this aid, mark the "Reject" column, sign and date the form, and return it to the Office of Financial Aid. If you have received aid from nonuniversity sources, please list this aid on the bottom of the form, sign and date the form, and return it to the Office of Financial Aid. Continuing student financial aid awards are posted after spring grades and the completion of the satisfactory academic progress review process. Notifications to continuing students will be sent via e-mail to the student's university e-mail address. If you wish to reject or reduce any or all of your aid, send an e-mail to the Office of Financial Aid at financialaid@ius.edu.

Words to the Wise

Apply Early. We encourage all students to file by March 1 to maximize their eligibility.

Read Carefully. Most errors occur because people fail to read and understand instructions.

Stay Involved. You are the first beneficiary of your education. Funding your education is not as important to anyone else as it is to you.

Ask Questions. Never hesitate to ask a question. A simple question may alert the Office of Financial Aid to your eligibility for additional money.

Respond to Requests Promptly. Whenever additional information or documentation is required, no action will be taken until it is received. Delays may mean that funds are expended before your need for funds is calculated.

Keep Records. Keep copies of your application, FAFSA, tax returns, and other documents that may be requested for documentation.

Scholastic Awards and Honor Societies

Beginning in the fall semester of 2006, program statistics are used at IU Southeast for all GPA-related and accrued credit decision points (graduation GPA and credit hours, probation and suspension, Dean's and Chancellor's Lists, academic bankruptcy).

Indiana University Southeast wants to recognize and

honor students who excel in their studies. Scholastic awards and honor societies are two ways to do this.

(***Note:*** These decisions are based on the program GPA and program credit hours.)

Academic Regulations

It is the student's responsibility to be aware of all academic regulations and degree requirements. All academic units establish certain academic requirements that must be met before a degree is granted. These regulations concern such matters as curricula and courses, specific credit hours required, majors and minors, and campus residence. Advisors, deans, and administrators will always help a student to become aware of these requirements, but the student is responsible for fulfilling them. At the end of the student's course of study, the faculty and Trustees of Indiana University vote upon the conferring of the degree. If requirements have not been satisfied, the degree will be withheld pending adequate fulfillment.

Academic Advising

All students are strongly encouraged to consult with an advisor each semester before registering at IU Southeast. Advisors will review academic requirements, discuss prospective courses, and consider how those courses fit into the overall academic plan. They may also discuss the relationship between academic plans and prospective careers.

Academic Bankruptcy

POLICY

Overall limit on academic bankruptcy A student is limited to two semesters of academic bankruptcy in his or her career, whether using part A, part B, or both.

PART A

Undergraduate students who have extenuating circumstances as described in the Late Withdrawal Policy, and who were not able to file a Late Withdrawal petition by the deadline established in that policy, may petition for academic bankruptcy Part A in lieu of late withdrawal. Forms for this purpose are available in the registrar's office.

- The student must submit documentation of the reasons for failing to complete courses during the semester in question, the reasons for failing to meet the late withdrawal deadline, and a plan for ensuring academic success in subsequent terms.
- A three-member committee (composed of the registrar; the director of academic advising or the dean of the student's school, or his/her designee; and one faculty member) will review each request submitted under this policy and make a recommendation to the vice chancellor for academic affairs. The committee may ask for comments from faculty members who taught the courses the student took in the semester in question. The registrar will be responsible for convening review committees.
- If approved, all grades earned during the term in question will be excluded from the calculation of the student's program GPA. The grades will remain on the student's official transcript and will count in the IU GPA.
- A student may use this part of the Academic Bankruptcy Policy only once.

Also see "Late Withdrawal Policy."

PART B

Undergraduate students who have not attended IU Southeast for at least two years, are pursuing their first bachelor's degree, and are returning to IU Southeast for the fall semester 1996 or later may request academic bankruptcy. Bankruptcy means that all grades earned during the term(s) in question will not be counted in the calculation of the program GPA. The grades will remain on the student's official transcript and will count in the IU GPA. Academic Bankruptcy Part B may be requested for no more than two terms of IU Southeast course work. Two consecutive summer sessions may be considered a single academic term for purposes of this policy. The petition must be submitted during the first semester back at IU Southeast. This part of the Academic Bankruptcy Policy may be invoked only once in a student's academic career. Academic Bankruptcy Part B Petition forms are available from your academic school or division.

Absences

Class attendance is required. Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether missed assignments may be made up. A student who is absent from the final examination and who has a passing grade up to that time may be given a grade of I (Incomplete) at the discretion of the instructor. The student must contact the instructor within two weeks of the examination date to schedule a make-up examination. Failure to do so may result in a failing grade being awarded in the course.

Audit (Noncredit Registration)

Some students may wish to enroll in a course without working for or expecting to receive formal credit. They may enroll as special audit students. New students must be eligible for admission. The application for admission, the application fee, and appropriate

academic credentials are required. Students previously enrolled or concurrently enrolled in credit courses may enroll as auditors by informing registration personnel during the registration period or before the first class meeting. Changes from audit to credit status are prohibited after the second week of classes (first week of classes in summer sessions), unless approved by the vice chancellor for academic affairs. Fees for audit courses are the same as for credit courses. Courses completed as audits will be entered on the student's transcript with an "NC" notation for "no credit" in place of a grade. The NC notation recorded for an audited course cannot be changed subsequently to a regular grade for credit.

Change of Major

Students in the Academic Advising Center should continually work with their advisor in identifying and meeting prerequisites and admission criteria for declaring a major in an academic unit. The staff in the Academic Advising Center will assist you in declaring your major, updating your electronic records, and sending your advising folder to the appropriate academic unit.

An upper division student who wants to change majors or schools should contact the professional advisor of the school to which he or she wishes to transfer. The advisor will review your academic record and make sure all prerequisite and admission requirements are met. The receiving academic unit will update your electronic record. Your former academic unit will send your advising folder to the new school or division.

Classification of Students

Class standing is based on the number of credit hours completed by the student as identified by the program cumulative statistics:

Freshman	1-25
Sophomore	26-55
Junior	56-85
Senior	86 or more
Graduate	students who have applied for and been accepted into a graduate degree program

Course Enrollment

Registration is conducted through the Web environment at IU Southeast, allowing continuing students to register from any of the computer labs on campus or from off-campus locations that have the capability of connecting to the IU network. Newly admitted and transfer students register for classes during a specific orientation session. For registration dates and time and related information, consult the Office of the Registrar Web page (www.ius.edu/registrar). For additional information, contact the Office of the Registrar. directly or your academic advisor.

Course Load

Students who register for 12 or more credit hours in an academic term are regarded as full-time students. Students expecting to carry more than 15 credit hours should have a minimum cumulative grade point average (GPA) of 3.0 (B) and counseling from an academic advisor. Students will not be permitted to enroll in more than 18 hours during a regular semester or more than 8 credit hours during a summer session without the written approval of their dean. Students working full time generally should not register for more than 6 credit hours during regular semesters or 3 credit hours in summer sessions.

Credit Hour and GPA Calculations

IU Statistics

Includes ALL courses a student has completed, and all these courses are figured into the student's GPA. Counts all attempts whether passed or failed.

- Includes remedial/developmental courses.
- **Undergraduate GPA exception: Extended-X Grades**

  Courses that have been retaken under the condition of the Extended-X (Retaken Course/ GPA Exclusion) Policy are noted with an "X" following the grade. Both enrollments in the course and their grades remain on the record, but the enrollment of the "X" graded course is excluded from the university credit hour totals and grade point average (IU GPA).

Program Statistics

Includes all courses a student has completed. However, if a student repeats a course (through enrollment, testing, or transfer credit), only the course with the best grade will be figured into the student's program statistics (the best attempt is counted for credit and GPA). All schools at IU Southeast use the Best GPA repeat policy (except GRAD BUSE). Both the IU and program statistics:

- Include remedial/developmental courses .
- Undergraduate GPA exception: Extended-X Grades

  Courses that have been retaken under the condition of the Extended-X (Retaken Course/ GPA Exclusion) Policy are noted with an "X" following the grade. Both enrollments in the course and their grades remain on the record, but the enrollment of the "X" graded course is

excluded from the university credit hour totals and grade point average (IU GPA).

Note: Other schools on other campuses may not use the Best GPA repeat policy in determining the program statistics. It is important to remember that if you transfer to another IU campus, the schools/divisions have the option of determining how to handle repeated courses in one of the following five ways:

1) None—No repeat processing; use the university policy only.
2) Average—Include all grades received for this class in the GPA, but give academic credit (hours) only once. Keep the best grade.
3) Best—Only the best attempt is counted for credit and GPA. All other attempts are discarded.
4) Latest—Only the most recent attempt is counted for credit and GPA (IUCARES used to count repeats in this manner.)
5) First—Only the first attempt is counted for credit and GPA.

Advisement Report (Degree Audit)

The academic faculty of degree programs establishes the academic policy that determines how the IU course work, transfer, test, and special credit satisfy the academic requirements for an IU degree. The application of these policies determines the degree progress credit and GPA calculations toward meeting a degree.

- Course equivalency rules are school/division-specific.
- All IU Southeast schools/divisions exclude remedial/developmental courses.
- Schools/departments may place limits on how many courses of a specific category may count toward a degree.

Dropping (Withdrawing from) a Class/es

Any student can drop one or more classes until the end of the tenth week of a semester or the fourth week of a summer session—commonly referred to as the "Last Day to Withdraw". (For courses meeting on non-standard dates, completion of two-thirds of the session is the guideline for withdrawing from a course.)

- When a student drops a class (classes) prior to the first day of classes, the course is not listed on his/her academic record.
- When a student drops a class (classes) during the 100 percent refund period, the course is not listed on his/her official academic record.
- When a student drops one or more classes after the 100% refund period and before the "Last Day to Withdraw", a grade of "W" (Withdrawn) is recorded on the academic record for the class (classes).
- A student who stops attending without officially dropping the course will receive a grade of "F".

Enrollment and Degree Verification

The Office of the Registrar is the official certifying body for verification of academic record information to agencies responsible for loan deferments, insurance companies, and other agencies that provide student benefits based on enrollment.

Beginning in the fall of 2007, Indiana University Southeast (IU Southeast) partnered with the National Student Clearinghouse to provide enrollment verification information for loan deferment. As of June 2008, IU Southeast also partnered with the National Student Clearinghouse for processing of all degree verification requests.

Acting as the university's agent, the National Student Clearinghouse data is based on official IU Southeast student records. Information about what has been shared with external agencies including lenders is available 24 hours a day, 7 days a week, 365 days a year from the National Student Clearinghouse Web site.

Academic record information, available for verification, may include prior and/or current enrollment, enrollment status (full-time, part-time), grades, GPA, and final degree conferral. Enrollment information is available for certification at the end of the 100% refund period for a particular term.

Enrollment cannot be certified for future terms even if a student has already registered for classes and paid for the term. Enrollments cannot be verified until after the first week of classes.

It is important for students to keep their anticipated graduation date current because this information is used by lending agencies as part of deferment processing.

Current students who simply want an unofficial copy of their course schedule or transcript may obtain one without charge through OneStart.

Enrollment Status

Academic Session	*Certification Status*	*Under-graduate Credits*	*Graduate Credits*
All Terms	Full time	12 cr.	8 cr.
	3/4 time	9-11 cr.	6-7 cr.
	1/2 time	6-8 cr.	4-5 cr.

Grades Awarded

A+ = Highest Passing Grade
A
A–
B+
B
B–
C+
C
C–
D+
D
D– = Lowest Passing Grade
F = Failed
FX = Failed and Repeated
I = Incomplete
R = Deferred
S = Satisfactory [1]
W = Withdrawn
P = Pass (used with Pass/Fail option only)
FN = Failed to officially withdraw and failed course
NC = Student audited course
NR = Grade not reported by instructor
IM = Midterm grade indicating student's work is incomplete due to excessive absence
FM = Midterm grade indicating student's work is failing due to excessive absence

Grade Point Average

A student's grade point average (GPA) is determined by dividing the sum of all grade points earned by the sum of all credit hours attempted. Note that only Indiana University courses, regardless of the campus where they were taken, are counted in the GPA. To calculate grade points, multiply the credit hours for each course by the numerical equivalent of the grade. The numerical equivalents of letter grades are as follows:

A+or A	=	4.0
A–	=	3.7
B+	=	3.3
B	=	3.0
B–	=	2.7
C+	=	2.3
C	=	2.0
C–	=	1.7
D+	=	1.3
D	=	1.0
D–	=	0.7
F	=	0.0
FN	=	0.0
NC	=	0.0
NR	=	0.0
P	=	0.0
R	=	0.0
S	=	0.0

A minimum cumulative GPA of 2.0 is required for graduation. See specific degree program requirements for more detailed information. Students are considered to be in good standing if they are maintaining an overall GPA of 2.0 (C) or higher.

Credit Earned by Examination

Grades: When credit is earned by examination, only the grades of S (Satisfactory) or A will be recorded. The grade of S will usually be used; the grade of A will be assigned only in instances of clearly superior performance.

[1] This grade may be used only under the following conditions: (1) permission (granted prior to the beginning of the course) of the vice chancellor for academic affairs and the dean of the school or division offering the course; (2) the understanding that in any course in which the grade S is used, the only other grade permitted will be F; (3) the understanding that hours of credit with the grade of S will count toward graduation, but the course will be ignored in computing credit points..

Fees: As of May 1, 1996, tuition charges for credit earned by examination are waived for undergraduate students after their matriculation at Indiana University Southeast; however, a modest credit hour recording fee may be assessed. There will be no tuition charges or credit hour recording fees assessed when a student is exempted from a course or requirement by examination but does not receive credit

Grade Replacement Policy

The following policy replaces the previous FX policy and takes effect at the start of the fall semester of 2003.

With approval from the student's dean, an undergraduate student may repeat a course in which he or she received a grade of A, B, C, D, or F (including plus/minus grades) and have only the new grade (A, B, C, D, or F, including pluses/minuses) count in determining the student's grade point average. The former course and grade will remain on the transcript with an appropriate notation. ***Note:*** A grade of W or I in a repeated course will not qualify to remove the original grade.

The grade replacement policy is subject to the following restrictions: (1) the option to replace grades of A, B, C, or D applies only to courses taken since the fall semester, 1996; (2) students must notify their school or division during the semester in which the course is retaken if they plan to repeat a course to replace a grade, and once such a request is submitted, it cannot be withdrawn; (3) a student may exercise this option for no more than five (5) undergraduate courses totaling no more than 15 credit hours, including any courses replaced under the previous FX policy; (4) a student may use the replacement policy only twice for a given course; (5) academic units retain the right to consider a student's complete academic record for purposes of admission to an academic program or selection for awards; and (6) grade replacement is available for courses taken at any Indiana University campus; however, this policy affects computation of GPA only for courses taken at IU Southeast; student records from other campuses will reflect their grade replacement policies.

For more detailed information on the grade replacement policy, contact the Office of the Registrar.

Incompletes

The grade of I (Incomplete) indicates that the student has satisfactorily completed the major portion of a course but is prevented by extraordinary circumstances from completing the balance of the course. The grade of I will be given only if the instructor has sufficient reason to believe that the failure to complete the requirements of the course was beyond the student's control and that it would be unjust to hold the student to the time limits normally fixed for completion of the required assignments. The grade of I will not be awarded simply to exempt a student from paying tuition for a repeated course.

If the instructor does not otherwise act to remove the I within 12 months, the registrar will automatically change the I to an F. Both the student and the instructor in whose course the student received the I will be notified of this change of grade.

Late Registrations and Course Additions

During the time between the end of the first week of class and the end of all fee refund periods, students must have the written permission of the instructor to add a class. After the end of all fee refund periods, a student cannot expect to be allowed to enroll in a course for the current semester. Any exceptions to this policy would be very extraordinary, well-documented circumstances only, and will require approval by the instructor, the dean of the school offering the course, and the vice chancellor for academic affairs. A student should not attend a course in which he or she is not officially enrolled. Doing so can be construed as an act of academic dishonesty or as a theft of services and could be subject to appropriate disciplinary or legal sanctions. Students are encouraged to pursue the deferred payment options available through the Bursar's office, if needed.

Late Withdrawal Policy

Students who have extenuating circumstances relating to extended illness or equivalent distress that prevents them from completing their classes and that cause them not to meet the deadline for withdrawing from classes may complete a Petition for Late Withdrawal (obtained from the Office of the Registrar).

- The deadlines for filing a Petition for Late Withdrawal are March 15 for the immediately preceding fall semester, September 1 for the immediately preceding spring semester, and November 1 for the immediately preceding summer session(s). No requests for late withdrawal from terms before the immediately prior term will be accepted. Any requests after the established deadlines must be made through the Academic Bankruptcy Policy Part A process.
- A desire to avoid a low grade is not an acceptable reason for requesting a late withdrawal.
- Approval is not automatic and will be based on the criteria described in the policy. Students will be expected to provide appropriate documentation.

- The vice chancellor for academic affairs or his/her designee will act on late withdrawal requests according to the dates, rules, and guidelines established with this policy.
- A completed withdrawal form, if approved, will be dated and processed as of the date it was originally submitted by the student to the Office of the Registrar.

Mid-Semester Grades

Midterm grades will be submitted for all degree-seeking freshmen (1-25 credit hours). This includes students in the Academic Success Center who have not yet declared a major and excludes visiting students and non-degree students.

Pass/Fail Option

Any undergraduate student in good academic standing (not on probation) may enroll during the junior and senior years (after 55 or more credit hours) in a maximum of four elective courses to be taken with a grade of P (Pass) or F (Fail). The Pass/Fail option is open for a maximum of two courses per year, including summer sessions. For this option, the year is defined as August 15 of one year to August 14 of the succeeding year. The course selected for the Pass/Fail option must be an elective, and it must not be a prerequisite course. It may not be used to satisfy any of the general education requirements, nor may it be counted as a part of the student's concentration area. The course or courses may be used to meet the 300- to 400-level course requirement.

As designated in the *Academic Handbook*, the grades of A, B, C, and D shall be considered as passing (P) under this option. Instructors will not be notified of those registering for this option, but any Pass/Fail option choices will be transmitted to the Office of the Registrar, and the conversion of the instructor's grade into P or F will be made by the registrar.

In order to initiate the Pass/Fail option, students must consult their dean, who is responsible for determining the elective nature of the course and signing the required form. Students must file the completed form at the Office of the Registrar, University Center South, Room 100. The Pass/Fail option must be selected within three weeks after enrollment during the regular academic semesters. In no case will the grades A, B, C, or D be substituted at a later time for those courses in which the student elected the Pass/Fail option. In computing the grade point average, the P grade will not be used; an F grade will be used.

Probation, Suspension, Readmission

These policies apply to all students at IU Southeast except Academic Success Center students: Program cumulative statistics are used in applying these rules. The school and division deans shall administer these policies for students admitted to their academic units. The director of admissions shall administer these policies as they relate to students admitted to nondegree status. *A faculty may enact more stringent or more specific policies governing probation, suspension, or readmission in that school or division.* Each school or division may elect, or the dean may appoint, an academic standards committee to advise the dean on questionable cases. For policies regarding Academic Success Center students, see that section in the *Bulletin*.

1. A student is considered to be in good standing when maintaining an overall grade point average (GPA) of 2.0 (C) or higher. A student whose cumulative GPA falls below 2.0 (C) will be placed on academic probation.
2. When a student is placed on probation, a letter to this effect shall be mailed to the student's residence. When a student on academic probation raises his or her cumulative grade point average—for all work attempted at IU Southeast and elsewhere—to at least 2.0, the student is released from probation and notified by mail.
3. A student whose cumulative GPA is less than 2.0 (C) and who fails to make better than a C average during an academic term shall be suspended.
4. Whenever a student is suspended, a letter to this effect shall be mailed to the current residence and a copy placed in the student's file.
5. A student who has been suspended for the first time may be readmitted upon successful petition to the school or division dean.
6. A student who has been readmitted after an initial suspension and who is again suspended shall not be eligible for readmission until after a full semester (excluding summer sessions) has elapsed and then only with the permission of the school or division dean.
7. A student admitted initially on probation shall be granted two semesters to attain a minimum GPA of 2.0. If such a student fails to attain a 2.0 GPA after two semesters, he or she shall be suspended and may not apply for readmission until after a full semester (excluding summer sessions) has elapsed.
8. The director of the Academic Success Center may certify and transfer to the bachelor's degree schools and divisions any student who has completed the entry requirements of his or her chosen school or division.

Protecting Your Student Record:

Policy Governing Release of Information in Student Records

University ID (UID) Number

The University ID is now the preferred access number for your student records. It replaces the Social Security number as the primary identifier. The SSN is still used for financial aid and employment information but is no longer considered a student ID number. All newly admitted students receive the 10-digit UID. They can use it to create their initial computing accounts before they arrive on campus. Students do not need to know their UIDs for registration. When they log in to OneStart with their IU Network ID username and password, they are ready to register for classes. Currently enrolled students can look up their UID in the Personal Information link in OneStart.

Student Records

Indiana University Policy on Student Records (Approved: UFC 3/29/77; amended: UFC 10/2/01) In compliance with Section 438 of the "General Education Provisions Act" (as amended) entitled "Family Educational Rights and Privacy Act," the following constitutes the institution's policy, which instructs the student in the procedures available to provide appropriate access to personal records, while protecting their confidentiality.

A. Certain definitions and principles contained in the law and proposed guidelines are specifically adopted in the policy:

    1. "Student" is defined as one who has attended or is attending Indiana University, and whose records are in the files of the University.

    2. "Educational records" do not include records retained by individuals which are not accessible to any other person except a substitute faculty/staff member.

    3 "Public information" is limited to name; address; e-mail address; phone; major field of study; dates of attendance; admission or enrollment status; campus; school, college, or division; class standing; degrees and awards; activities; sports; and athletic information. Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry.

    4. "Record" means any information or data recorded in any medium, including, but not limited to, handwriting, print, tapes, film, microfilm, microfiche, and electronic media.

B. Public information shall be released freely unless the student files the appropriate form requesting that certain public information not be released.

Third-Party Access

In compliance with the Federal Family Education Rights and Privacy Act of 1974, and the university policy on Access to and Release of Student Education Records (http://ses.indiana.edu/polsAndProcs/studentRightsUnderFerpa.cfm), the university is prohibited for providing certain information from your student records to a third party, such as information on grades, billing, tuition and fees assessments, financial aid (including scholarships, grants, work-study or loan amounts), and other student record information. The restriction applies, but is not limited to your parents, your spouse, a sponsor, etc. You may, at your discretion, grant the university permission to release information from your student records to a third party by granting them permission to see portions of your record via self service in OneStart. By choosing to create an access record through this process, you are completing a Student Information Release Authorization.

To use this service, you must set up a separate record for each third party to whom you grant access to information on your student records. This authorization does not authorize the third party viewer to receive information from the university by any other methods, such as phone, e-mail, or in-person visit.

Your authorization to release information will expire when your access to self-service expires. At that time, your third-party guest's access will also expire. However, you may revoke your authorization at any time by removing permission from a third party viewer through OneStart. Access can be revoked by deleting the record assigning access to your third-party guest in OneStart.

For more information, contact the Office of the Registrar.

Transfer to Other Indiana University Campuses

Each year many Indiana University students transfer from one campus of the university to another to continue their studies toward a degree. Indiana University credits transferred from one campus to another will be evaluated and accepted in terms at least as favorable as credits transferred from other accredited institutions in the United States. No review of the credits will be undertaken except in good faith terms of the same criteria used in evaluating external credits. In fact, students transferring to another campus within Indiana University are treated much

more favorably because of the similarity of course work on the eight campuses.

Students who wish to transfer to another IU campus on a permanent or temporary basis should follow these two steps to trouble-free intercampus transfer:

Step One Current students should contact the central office at their present campus. That office will help students find out if they are eligible for transfer and may suggest other resources and ways in which they can prepare, for example:

- Meet with a home campus advisor to discuss academic preparation, grades, and other eligibility issues.
- Consult the intercampus transfer office at the proposed new campus if academic and/or eligibility questions remain.
- If applicable, talk to the financial aid offices at the present and proposed campuses.
- Visit the new campus to explore possible academic and social adjustment issues. Some campuses may establish special open house events for those students who have expressed interest or require attendance at special orientation programs.

Step Two Students who decide to proceed with the transfer should contact the receiving campus and submit their intercampus transfer request. The receiving campus will respond to students and their home campus. Those who later decide not to transfer should notify both campuses. The contact office for IU Southeast is the Office of Admissions. The online applications for requesting an Intercampus Transfer are found at www.iupui.edu/~moveiu/.

Veterans

Veterans' benefits of several types are available to IU Southeast students. The Veteran's Certification Specialist in the Office of the Registrar can assist you in completing your forms and certifications. Popular programs are the following:

1. Active Army, Air Force, Navy, Marine Corps, and Coast Guard (Chapter 30); Benefit: New Montgomery GI Bill
2. Disabled Active Army, Air Force, Navy, Marine Corps, and Coast Guard (Chapter 31)
3. Spouse or Dependent of Disabled or Deceased Veteran (Chapter 35)
4. Reservists or Guardsmen any branch (Chapter 1606)
5. Reservists or Guardsmen any branch (Chapter 1607-REAP)

Student Support Services

The following services are offered to support and enhance the educational experience at Indiana University Southeast.

Career Services

James A. Kanning, *Director*
University Center South
Phone: (812) 941-2275
Fax: (812) 941-2557
Web site: www.ius.edu/CareerServices

Mission Statement The Office of Career Services provides students and alumni with opportunities for career exploration, clarification, and professional growth, thereby increasing career awareness, instilling personal confidence, providing enhanced employment opportunities, and encouraging them to achieve their personal and professional career-related goals. The office also provides employers access to professionally prepared students and alumni and serves as a vital and valuable career link between the institution and the community.

Career Guidance Career counselors assist students in a variety of ways to help them choose their majors and investigate career options. Students often take career interest inventories as part of the counseling process. These inventories suggest which careers match students' interests, personalities, and skills. Talking with professionals in the "real world of work" through an informational interview or a job shadowing experience provides another way to gain valuable career information. The Office of Career Services will assist with referrals for half- or whole-day job shadowing experiences. Individual or group sessions are also available for job search strategies, resume critiquing, and mock interviewing. In addition, our online resources are available 24/7 for researching specific career information. An appointment with a counselor may be made by calling (812) 941-2275, or stopping by the office in the University Center South Room 106.

Recruiting Students seeking professional positions are encouraged to register with the Office of Career Services to receive assistance with resume preparation, interviewing, and job search techniques. Numerous employers list job opportunities, which are then posted on our computerized system, CareerLink. Students and graduates are able to access these listings 24 hours per day, 7 days per week. Resume referrals are also provided for professional positions.

Each fall and spring semester, employers establish formal interview schedules on campus to recruit students for professional positions. In some instances,

employers will visit the campus to set up information tables to advertise available positions.

Graduating students and alumni are encouraged to register with the Office of Career Services to participate in these programs.

Job Fairs Job fairs have become a major employment resource for college students and graduates. IU Southeast hosts five fairs each year, three on campus in New Albany and two in Indianapolis.

The New Albany fairs are held in October, February, and April each year and attract between 50 and 100 employers and 300 to 500 candidates. These fairs are free and open to the public. Most employers are from the local area (50-mile radius of Louisville, KY) and seek candidates for a wide variety of entry-level professional and full- and part-time positions.

The Indianapolis fairs are cosponsored by IU Southeast and the other campuses of IU and Purdue. They are held in the fall and spring of each year. Approximately 110 employers and nearly 1,000 candidates participate in these fairs. The fall fair is a multicultural event designed to assist all candidates, but with special emphasis on a culturally diverse population. Both fairs are open to college seniors and recent college graduates from any college or university.

CareerLink is a computer database of part-time and full-time positions available in the Kentuckiana area. This service is for all enrolled IU Southeast students and IU alumni, regardless of financial need. Students and alumni are encouraged to register with the Office of Career Services to receive this service.

Federal Work-Study Program Students who qualify for the Federal Work-Study Program will be notified of their eligibility by the Office of Financial Aid. These students may apply for employment opportunities established especially for the Work-Study Program. Available positions can be viewed by visiting the Office of Career Services, UCS 106.

Computerized Career Guidance Software The career services office supports an excellent Web-based career exploration software package titled Choices Explorer and Choices Planner which provides educational requirements, employment outlook, salaries, related college information, and graduate school information related to careers student and alumni may be exploring. The program is provided to IU Southeast students through the technology fee.

The Vault Online Career Library contains thousands of resources including career guides, company information, industry research, career advice, videos and much more.

The Perfect Interview™ is an innovative learning tool that can be used to enhance job interviewing skills and develop an edge over the competition. Perfect Interview™ creates a compelling and realistic "simulated interview" experience where candidates are asked challenging questions and must respond just as they would in a real job interview.

These licensed and password-protected programs are accessible to all students, graduates, faculty and staff of IU Southeast and are easily accessed through the CareerLink database account and can be found at www.ius.edu/CareerServices.

Career Exploration Courses Courses are offered each semester to assist students with their career-related questions.

S 100 Hospital Shadowing Experience (1 cr.) This course is designed to introduce students to careers in the health care environment. Students will spend three hours per week for 12 weeks rotating through various hospital departments. The goal of this course is for students to be able to state the purpose of a hospital, identify the roles of the professional nurse and other health care workers, state career opportunities in a hospital, and demonstrate accountable and responsible behavior as a learner/observer in the hospital setting. This course is offered fall and spring only and may be taken for one credit or no credit. Limited seating is available. Please call (812) 941-2275 for details.

Q 400 Employment Strategies for Arts and Sciences Graduates (1 cr.) and X 410 Business Career Planning and Placement (1 cr.) These courses are taught concurrently and are designed for graduating students who are seeking employment. Because these courses prepare students for the job search, they should be taken at the beginning of the senior year or two semesters prior to graduation. The courses include professional resume writing, interviewing techniques, job search strategies, use of the Internet in a job search, how to research employers, graduate school information, and much more.

S 200 Career Choices and Competencies (3 cr.) This course is specifically designed for students who are exploring options for their majors. It provides students with a comprehensive assessment of their interests, skills, personality, and values and how they relate to careers and job satisfaction. Additionally, it provides opportunities to explore majors and career options, develop a resume and hone cover-letter writing skills, network with faculty and professionals through job shadowing and informational interviews, and develop an academic and career plan.

Internship Program The Internship Program enables students to experience professional work assignments directly related to their academic majors and career

plans prior to graduation. Internships are designed for junior and senior students enrolled in bachelor's degree programs. Typically, these work assignments are for a minimum of 14 weeks and can be full- or part-time positions. Internships vary greatly; some are paid, while others are unpaid. The student also has the option of taking the internship for academic credit or for zero credit. Benefits from internship participation include an opportunity to test a career choice, gain confidence in one's abilities, develop professional skills, and develop networking contacts for future employment opportunities. It also prepares students for employment because more employers are expecting candidates to have work-related experience before being considered for full-time, professional employment upon graduation. All internship assignments must be coordinated through the Career Services Office.

Center for Mentoring

June J. Huggins, *Director*
University Center South
Phone: (812) 941-2516
Web site: www.ius.edu/mentoring

The Center for Mentoring comprises the following programs:

- Mentoring Program
- Access to Success Program

Mentoring Program The Mentoring Program provides students assistance as they matriculate and make the transition to life at Indiana University Southeast. It pairs students with volunteer mentors who guide them through their first-year experience and on through graduation. Mentors are faculty, staff, and alumni who seek to establish positive relationships with and provide resources for students. Mentors are knowledgeable about the university and are trained to help students. Through this mentoring relationship, students begin to identify with the university and feel connected to the campus community. In addition, students are assisted in the development of their personal, academic, and career goals from their first year through their senior year.

Peer mentors, who are college sophomores, juniors, and seniors, also serve as mentors to first-year students.

Access to Success The Access to Success program is designed to assist students in successfully completing their first year of college. The program includes one-on-one peer mentoring in addition to faculty, staff, and alumni mentoring. Other features include the Collegiate Summer Institute, which consists of four day-long sessions allowing participants to work with mentors to determine their personal goals and strategies for success. Students receive a hands-on review of IU Southeast technology (including introductions to e-mail and network accounts), take placement exams, and visit various computer labs and support services. Students also meet with academic advisors and career placement services to assist in the establishment of the students' career paths. Other opportunities include family participation, review of learning strategies and study skills, and discussions on college expectations. Students eligible to participate are adult learners (ages 25–39), minority students, and Twenty-First Century Scholars.

Disability Services

Matthew Springer, *Coordinator*
University Center South
Phone: (812) 941-2243
Web site: www.ius.edu/asa/disabilityservices

The staff of the Office of Disability Services (ODS) is dedicated to opening doors of equal opportunity to individuals with disabilities attending Indiana University Southeast. Students with documented disabilities are encouraged to make an appointment with the ODS coordinator to discuss any academic accommodations they may need in order to have access to their education as soon as possible preferably before or directly after they have been admitted to the university. The ODS assists students with documented disabilities by determining their eligibility for services and then working with students and faculty to determine reasonable accommodations and services which will, in turn, give the student equal access to the university.

Services of this office are based on documented need and may include: preadmission consultation; testing accommodations; American Sign Language interpreters, and referrals to other campus and community resources. The student is responsible for timely providing ODS with current, comprehensive, and adequate documentation of the student's disability completed by a medical or psychological professional. Appropriate documentation is a necessary prerequisite for any academic modification or accommodation. Documentation guidelines are available on the ODS Web site, www.ius.edu/asc/disabilityservices, or can be provided by the ODS coordinator.

Foreign Language Laboratory

Bohdan Bochan, *Coordinator*

The Foreign Language Laboratory, in Knobview Hall 204, provides free copying of audiocassettes for students enrolled in any of the four languages taught at IU Southeast (French, German, Japanese, Spanish). It also provides 27 stations where students can do their oral work during lab hours. Two television monitor-

VCR sets allow students to view videocassettes as requested by their instructors. Special tutors in French, German, and Spanish offer help to advanced students. Laboratory hours are posted on the laboratory door.

Mathematics Laboratory

Delaine E. Cochran, *Coordinator*

Under the direction of the mathematics faculty, the Mathematics Laboratory, in Life Sciences 009, makes up-to-date technology available to enhance and supplement mathematics instruction and tutoring. Students may sharpen their skills using both computer tutorials (coordinated to texts used in courses) and individual tutoring. Specialized mathematics software, including Derive and Mathematica, is available for student and faculty use in the laboratory.

Office of Overseas Study

Students at IU Southeast have the opportunity to participate in any of the academic programs that Indiana University has arranged in other countries. When students participate in these programs, they receive IU credit, and they have the guidance and assistance of IU directors at most sites. Costs are very reasonable. Participants are eligible for financial assistance just as they would be if they were at an IU campus. Contact the Office of Financial Aid for further information on financial aid. In addition, IU and IU Southeast offer some special scholarships to students in overseas study programs. You should contact the Director of International Programs, Dr. Frank Wadsworth, in Hillside Hall 018 or 812-941-2531 or (fwadswo@ius.edu) for information on study abroad programs and these scholarships. The information is also available on the Web at www.indiana.edu/~overseas/.

Summer programs are available in Australia, Austria, Britain, Canada, Denmark, the Dominican Republic, France, Greece, Ireland, Italy, Mexico, the Netherlands, Senegal, Spain, and others. Some of these programs are in English, others focus on language learning, and others focus on specific subject areas such as business or fine arts. There are three study abroad programs based at IU Southeast: one in Ecuador, for education majors, one in tropical biology that goes to sites such as Tahiti and Belize, and another in China to study Chinese culture.

Semester programs are available all around the globe, in countries such as Argentina, Australia, Austria, Brazil, Chile, China, the Czech Republic, Egypt, France, Germany, Ghana, Greece, Hungary, Ireland, Italy, Japan, Mexico, the Netherlands, Peru, South Africa, Spain, and Thailand. Some of these programs focus on language learning and may require a high degree of language proficiency, but most are in English or require very little foreign language background.

Academic-year programs are offered in Britain, France, Germany, Ghana, Japan, Spain, and several other locations. Those in France, Germany, and Spain require at least five semesters of language courses as a prerequisite; the program in Japan requires two years.

Applications for academic-year programs are normally due in early January of the year before travel. Applications for semester programs are due early in the previous semester, and those for the summer are due early in the spring semester.

Fliers on individual programs and application forms are available from Frank Wadsworth, Director, International Programs, Hillside Hall. Information from Indiana University is available from its Web site. Information about international programs at IU Southeast is available at the IU Southeast International Programs Web site: www.ius.edu/IntStudies/.

Personal Counseling Services

Michael Day, Psy.D., HSPP, *Director*
University Center, 201
Phone: (812) 941-2244

The IU Southeast Personal Counseling Services provides a licensed and professionally trained staff that offers limited counseling free of charge to currently enrolled students. We can help students achieve their personal and academic goals by providing short-term therapeutic intervention for a variety of problems including anxiety, depression, relationship difficulties, sexuality concerns, etc. We also offer consultations for students, parents, faculty and staff. Additional services include outreach and psychoeducational programming for classes, university departments/divisions, and student organizations. If you hear of anyone who has thoughts, plans, or intentions to cause harm to him/herself or someone else, please contact Dr. Day at (812) 941-2244 or the IU Southeast Police at extension 2400. For more information, please visit www.ius.edu/personalcounseling/.

Residence Life and Housing

The Residence Life program enriches the intellectual and cultural experiences of students at Indiana University Southeast through intentional programming that promotes student growth, development, and learning. The residential experience promotes a better understanding of each other while enhancing students' roles and commitment to community, to learning, and to growing.

On-campus housing is provided through the Office of Residence Life and Housing. Approximately 400 students live on campus at IU Southeast in five lodges that were opened in 2008. Each lodge features full apartments with semi-private bathrooms, full kitchens, and common living spaces. Each lodge also features a

central great room, a computer lab, laundry facilities, vending machines, mail delivery, high-tech security measures, and quiet study spaces. Student live in one, two, or four-bedroom apartments. Some bedrooms are double-occupancy while others are single occupancy. Housing fees include all utilities, basic cable television service, and high-speed Internet and wireless access.

Acceptance to the university does not guarantee housing to any student. Students and prospective students who want to live on campus should apply as early as possible to ensure the best possible consideration for housing. Assignments to the lodges are made in the order in which applications and deposits are received. Prospective students may also apply for housing pending their acceptance to the University. Students who currently live on campus are assigned first, followed by new students. Short-term housing is available to visiting students and conference guests during the summer months at competitive rates.

More information about living on campus, including the Residence Hall Application and Contract and housing rates, may be found at http://www.ius.edu/housing or http://liveoncampus.edu.

Student Development Center

J. Douglas Denton, *Coordinator*
University Center South
Phone: (812) 941-2312
Web site: www.ius.edu/sdc

The Student Development Center provides information and resources to enable students to assess their academic preparation and improve their academic performance. The center provides assistance in the following:

- placement in English, mathematics, and foreign languages
- credit-by-examination opportunities
- peer-tutoring for 100- and 200-level courses
- study skills, brochures, workshops, and classes
- supplemental instruction (SI) available in select courses
- testing accommodations for students with disabilities
- test proctoring for IU and other university independent-study examinations

The Writing Center

Leigh Ann Meyer, *Interim Director*
Knobview Hall 208 and the Library
Phone: (812) 941-2498
iuswrite@ius.edu

The mission of The Writing Center is to help all IU Southeast students to become stronger writers. It offers students, faculty, and staff assistance in all areas of writing and during any stage of a writing project at two locations: KV 208 and the library. Check the Web site for hours of availability and for information regarding many aspects of writing at IU Southeast, including writing resources and competitions: http://www.ius.edu/writingcenter.

Student Life

Ruth Garvey-Nix, *Vice Chancellor for Student Affairs*

The vice chancellor for student affairs has the general responsibility for overseeing student life at Indiana University Southeast. The programs and services offered by the student affairs departments serve to complement the academic mission of IU Southeast, with a goal of helping the student develop as a whole person. A significant amount of learning occurs outside the classroom, and Student Affairs facilitates that educational and personal development through diverse cocurricular programs and services designed to challenge and support students.

IU Southeast is committed to involving students in all aspects of student life. Students serve on many policy-making committees with faculty and staff members. For example:

- The Student Life Committee has responsibility for recommending how to allocate the student activity fee, which supports various activities for students.
- The Student Program Council is charged with planning and implementing a balanced program of social, cultural, and educational events for the campus community.

Students also serve on the following Faculty Senate and administrative committees: Academic Assessment, Academic Policies, General Education, Improvement of Learning, Library, Student Recruitment and Retention, Academic Success Steering, Campus Budgetary Advisory, Campus Facilities and Environment, Enrollment Management, and Student Technology Fee Advisory.

Adult Student Center The Adult Student Center provides programs, information, and support to nontraditional students and advocates to the campus at large for the unique needs of older students. The staff of the center works closely with the Non-Traditional Student Union (NTSU), a student organization that also supports and advocates for adult students at IU Southeast.

The Adult Student Center offers a "home away from home" where adult students can network, study with their peers, relax, meet friends, and find answers to

their questions. Open to all IU Southeast students, the Adult Student Center offers free local phone service, computer and network connections, a microwave and refrigerator, soft seating, and good conversation. Contact the center at 941-2650.

Athletics IU Southeast is a member of the National Association of Intercollegiate Athletics (NAIA). The Grenadiers are also members of the Kentucky Intercollegiate Athletic Conference (KIAC). Currently, seven IU Southeast sports teams compete in intercollegiate athletics— men's and women's basketball, men's baseball, men's and women's tennis, women's volleyball, and women's softball. IU Southeast students with a valid ID cards are admitted to all regular season home athletic contests at no charge.

Intramural activities are available to all IU Southeast students, faculty, and staff throughout the fall and spring semesters. Some activities are separate for men and women, while others are not. Some of the activities include basketball, softball, volleyball, and flag football. Annually, many IU Southeast students, faculty, and staff participate in some intramural activity. For a current listing of activities, go to www.ius.edu/athletics/intramurals/intramurals.htm.

Unstructured recreational activities are available free of charge to all students, faculty, and staff. During scheduled open recreation periods, the Activities Building is available for basketball, volleyball, weight lifting, jogging, etc. The fitness center offers both free weights and other types of fitness equipment. Check the front door or the front desk of the Activities Building, closed circuit television, or the Web page (www.ius.edu/athletics/intramurals/fitnesscenter.htm) for current weekly schedules. For further information, contact the Athletic Office at 812-941-2432.

Facilities include a 1,624-seat Activities Building that houses the Grenadier basketball teams, volleyball team, and a weight room/fitness center. The Koetter Sports Complex is a multimillion-dollar outdoor sports complex that houses the baseball, softball and tennis facilities.

Children's Center The Children's Center is a drop-off child care facility that provides services to IU Southeast students, faculty, and staff at modest rates. The goal of the center is to provide children with a learning environment that uses integrated, thematic units to keep student interest high and tie subjects together. Children between the ages of 2 (potty-trained) to the age of 12 may be enrolled at the center. Students are encouraged to visit the Children's Center or call for more information at (812) 941-2402.

Drug–Free Campus Information

The Drug-Free Schools and Communities Act Amendments of 1989, enacted by Congress as Public Law 101-226, require an institution of higher education to adopt and implement a program designed to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees or be ineligible to receive federal funds or any other form of federal financial assistance.

All students are encouraged and cautioned to read the following information. Questions or comments should be addressed to the Vice Chancellor for Student Affairs, University Center South 155, (812) 941-2420.

Possession of Unlawful Drugs or Alcohol

The university may discipline a student for the following acts of personal misconduct:

Note: Students should be advised that under Indiana Law, it is illegal for a minor, who is defined as a "person less than twenty-one years of age," to possess or consume an alcoholic beverage. Further, it is illegal for a minor to transport an alcoholic beverage (even if unopened) unless "accompanied by at least one parent or guardian."

1. Unauthorized possession, use, or supplying alcoholic beverages to others contrary to law or university policy.
    a. Indiana University prohibits:
        1. Public intoxication, use or possession of alcoholic beverages on university property (including any undergraduate residence supervised by the university, including fraternity and sorority houses) except as otherwise noted in the IU Code of Student Rights, Responsibilities, and Conduct, Part II, Section H (22) b and Part II, Section H (22) c.
        2. Providing alcohol contrary to law.
2. Unauthorized possession, manufacture, sale, distribution, or use of illegal drugs, any controlled substance, or drug paraphernalia. Being under the influence of illegal drugs or unauthorized controlled substances.

Applicable Legal Sanctions

The following information concerns the criminal penalties that can be imposed by state or federal statute for violations related to alcohol or illegal drug possession, use, or distribution.

All students are reminded that conviction under state and federal laws that prohibit alcohol-related and drug-related conduct can result in fines, confiscation

of automobiles and other property, and imprisonment. In addition, licenses to practice in certain professions may be revoked, and many employment opportunities may be barred.

It is impractical to list all the alcohol and drug-related state and federal crimes and penalties, but all persons should be aware that in Indiana any person under 21 who possesses an alcoholic beverage, and any person who provides alcohol to such person, is at risk of arrest. A person convicted of driving while intoxicated may be punished by fine, be jailed, and lose the license to drive an automobile. Any selling of alcoholic beverages without a license is illegal.

Possession, or use, distribution, or manufacture, of controlled substances (drugs) illegally can result in arrest and conviction or a drug law violation and

- fines up to $10,000 (Indiana);
- fines up to $250,000 (federal);
- imprisonment up to life (federal); and
- confiscation of property.

Description of Health Risks Associated with Alcohol and Controlled Substances (Drugs)

All persons should be aware of the health risks caused by the use of alcohol, and by the illegal use of controlled substances (drugs).

- Consumption of more than two average servings of alcohol in several hours can impair coordination and reasoning to make driving unsafe.
- Consumption of alcohol by a pregnant woman can damage the unborn child. A pregnant woman should consult her physician about this risk.
- Regular and heavy alcohol consumption can cause serious damage to liver, nervous and circulatory system; mental disorders; and other health problems.
- Drinking large amounts of alcohol in a short time may quickly produce unconsciousness, coma, and even death.

Use of controlled substances (drugs) can result in damage to health and impairment of physical condition, including:

- Impaired short-term memory or comprehension
- Anxiety, delusions, hallucinations.
- Loss of appetite resulting in a general damage to the user's health over a long term.
- A drug-dependent newborn if the mother is a drug user during pregnancy. Pregnant women who use alcohol, use drugs, or smoke should consult their physicians.
- AIDS, as a result of "needle-sharing" among drug users.
- Death from overdose.

The health risks associated with drugs or excessive use of alcohol are many, and are different for different drugs but all nonprescription use of drugs and excessive use of alcohol endanger your health. There are no good reasons for using a drug that is not prescribed by your doctor or for drinking to excess.

Available Drug or Alcohol Treatment

Indiana University Southeast offers student counseling assistance through:

Dr. Michael Day
University Center South 201
Phone: (812) 941-2243

Hours: Monday through Thursday
7:30 a.m. - Noon
Other hours by appointment

A partial listing of community resources can be found at http://www.ius.edu/StudentAffairs/drugfree.cfm

University Sanctions for Violation of Drug-Free Campus Violations of the provisions set forth in section "Possession of Unlawful Drugs or Alcohol" of the Drug-Free campus policy are considered "personal misconduct." The university may discipline a student for acts of personal misconduct that are not committed on university property if the acts relate to the security of the university community or the integrity of the educational process. The vice chancellor for student affairs and judicial officers are authorized to impose sanctions for acts of personal misconduct.

Sanctions in each case are made only after a hearing and a determination of responsibility. Sanctions will vary depending upon the nature and circumstances of the offense and the student's prior record. These standards require the usual sanction for drug dealing to be suspension or expulsion from the university.

Campus disciplinary charges and criminal charges may both be filed for the same action. Students may be subject to sanction by both the campus and by the courts for the same action.

For more complete details of sanctions and the hearing process, refer to the Student Complaint and Disciplinary Procedures, which can be found at http://www.ius.edu/studentaffairs/codeprocedures.cfm.

Orientation

Orientation is designed to welcome and acclimate new and transfer students to the institution's academic standards and expectations, community life, and campus culture. As the important first step on a student's path to success, participation in orientation is required of all students new to IU Southeast. Campus tours, an introduction to academic majors, out-of-classroom involvement opportunities, support services, and campus resources are included in orientation. It also offers new students the chance to connect with faculty, staff, and other new and returning students. Family members are invited and encouraged to participate in orientation, since their support is crucial to the success of students entering IU Southeast.

Student Activity Fee

Financial support for many cocurricular activities comes from the Student Activity Fee, which all undergraduate and graduate students pay each semester. The amount is determined by the number of credit hours in which the student is enrolled.

Currently the organizations receiving these funds include the Horizon, IU Southeast Literary Review, Student Government Association, Children's Center, Student Involvement, Student Planner, Volunteer Programs, Adult Student Center, Student Program Council, Learning Enrichment Fund, Research Journal, Athletics, and Gameroom.

Student Government Association

The Student Government Association (SGA) includes an elected student body president, vice president, student senate of 24 members (18 elected in the spring and 6 reserved for the freshman class), and a five-seat judiciary branch headed by a chief justice and appointed by the president with confirmation from the senate. In addition, all students can be active in SGA by attending meetings and serving on committees.

The president of the student body serves as a nonvoting member of the IU Southeast Faculty Senate, a member of All University Students Association (AUSA), and on various other committees. The president is also responsible for maintaining communication between the faculty and administration and the Student Senate, as well as campus organizations and the student body in general. The president may approve or veto legislation of the senate, and—subject to confirmation by the Student Senate and the appointment of the chancellor—nominate student members to serve on campus committees that formulate campus policies. The president may also issue limited policy decisions by executive order or proclamation.

The student body vice president serves as the president of the Student Senate and assists the president with his or her duties. The senate provides communication between the student body and the administration and faculty. By resolution it requests changes and makes recommendations to the administration and faculty concerning campus policies and procedures. Additionally, the senate approves funding for events from the Student Government Association funds that provide the campus community with increased social, cultural, and educational opportunities.

The Student Court serves as the interpreters of the Student Body Constitution and spells out the duties, responsibilities, and authority of the members and officers of SGA. By holding open court sessions each month, the court also serves as a forum for student concerns and complaints.

Student Involvement and Organizations

The Office of Campus Life helps to educate students and build a strong community through out-of-classroom involvement on campus. Supporting student organizations, teaching about leadership, encouraging community service, planning and promoting events, offering special services for adult students and students with children, and orienting new students are the primary ways Campus Life educates students to become well-rounded, engaged citizens and successful, involved alumni.

More than 80 student organizations weave the colorful and diverse fabric of campus life. These include special interest and advocacy groups, student publications, Greek-letter social fraternities and sororities, student government, academic clubs and honor societies, performance ensembles, religious groups, sports clubs, and intramurals. The Office of Campus Life assists students who want to organize a new student group and make their own contributions to a vibrant campus environment.

Organizations wishing to use campus facilities and receive other support and services must register with the Office of Campus Life. This process includes filing a registration form along with the group's constitution, submitting a membership roster with at least 50 percent IU Southeast students and a list of officers, and identifying an advisor who is a member of the IU Southeast faculty or full-time staff.

For more information on student involvement and student organizations, contact the Campus Life Office at (812) 941-2316.

Student Leadership Opportunities

The Office of Campus Life offers leadership development for students serving in leadership

capacities on and off campus, and for those interested in becoming leaders. Programs and other resources are designed to educate students about varying leadership philosophies, strategies, and styles and to develop the practical skills of successful leaders.

Leadership development benefits the campus community by training and supporting leaders of the student organizations that greatly enrich the institution. It also prepares students to be active citizens, productive employees, and involved alumni.

Student Rights, Responsibilities, and Conduct

It is important that students understand their rights and responsibilities. Copies of the *Indiana University Code of Student Rights, Responsibilities, and Conduct* are available from the Office of Student Affairs, University Center South, room 155, and the Information Desk, University Center. It is also accessible online at www.dsa.indiana.edu/Code/index.html. Students are responsible for becoming acquainted with the regulations in this document, which covers such issues as academic dishonesty, grievance procedures, discrimination, and overall conduct.

Volunteer Programs Encouraging and facilitating learning for students, faculty, and staff through community service is the mission of the Volunteer Programs Office, a part of the Office of Campus Life. The Coordinator connects the university with agencies, offices, and others who need volunteer assistance for a wide variety of projects that contribute toward the common good, such as child and elder care, environmental preservation, food pantries, youth mentoring, tutoring, fundraisers, and blood drives. The Volunteer Programs Coordinator matches individual and group interest to existing opportunities and also helps to develop new venues for service both on and off campus. Faculty members are assisted in identifying and creating service learning experiences for their classes.

The Volunteer Programs Coordinator collaborates with the Career Services Office in ensuring university members easy access to current volunteer opportunities on the Career Services Web site and job search database. This serves both the community and university members allowing students, faculty and staff direct access to information about current volunteer opportunities.

More information is available at www.ius.edu/volunteer. Contact the Volunteer Programs Coordinator at (812) 941-2675.

Safety and Security

Police

The Indiana University Police Department is a fully empowered law enforcement agency. The department patrols the campus on a 24-hour basis. The office is located in the University Center, room 027, and the phone number is (812) 941-2400. Any criminal or suspicious activity and all vehicular accidents that occur on campus should be reported to this department immediately. There are three types of emergency phones available across campus that will provide a direct line to the police department. There are yellow boxes in and around buildings, blue stanchions around the lodges, and silver boxes at the main entrance of each lodge.

First Aid The University Police Department should be contacted immediately in the event of injury or illness. A first aid room is maintained by the department; and all officers and office staff are certified in first aid, CPR, and the use of AEDs. The officer on duty will give first aid, transport the student or employee to an emergency room, call an ambulance service, or otherwise carry out the instructions of the injured or ill person. Any direct expense (excluding minor first aid materials or transportation to an emergency facility in the university police car) will be the responsibility of the injured or ill person.

Sex Offenses The IU Southeast Police Department, the vice chancellor for student affairs, and other university departments conduct presentations and distribute written materials to promote awareness of rape, acquaintance rape, and other sex offenses. All sex offenses should be reported immediately to the campus police (University Center 027, (812) 941-2400, local or state law enforcement officials, the vice chancellor for student affairs, or other appropriate university personnel.

Crime Prevention Ongoing crime prevention efforts by IU Southeast include:

- emergency phone system
- 24-hour police patrol
- burglar alarms and surveillance cameras in key areas
- crime prevention and safety seminars presented to any group requesting presentations
- crime prevention and safety literature available at the university police office
- access control systems
- anonymous tip line: (812) 948-0684

The university police maintain a daily log of all crime reports filed with the department. Copies of the Annual Crime Report for the campus are available in the police office and may be requested by mail. The Annual Crime Report can also be found online at http://www.ius.edu/universitypolice/article/UP_Security.

Harassment Forms of harassment including sexual harassment and harassment on the basis of race, color, sexual orientation, national origin, or religion are violations of university policy and various state and federal laws. IU Southeast values diversity and will not tolerate harassment. Women and men who believe they are victims of harassment or who believe others have been victimized are encouraged to report such incidents. IU Southeast will promptly investigate every complaint, respond, and take corrective action to stop the harassment. Investigations of these complaints will be conducted in a fair and thorough manner, which—to the extent possible—protects the privacy and reputation of both the complainant and the accused. To report harassment or to receive information regarding the definition of harassment and how it can be handled, consult the Office of Equity and Diversity located in Room 024 of University Center South; the telephone number is (812) 941-2306. Academic-related complaints about a faculty member should be reported to the dean of the school that offers the course or to the Academic Affairs Office. A complete description of the IU Southeast Student Complaint Process is available online at http://www.ius.edu/studentaffairs/pdf/GrievanceProcessChart.pdf.

Parking and Use of Motor Vehicles on Campus

Types of permits available and policies are as follows:

Blue Permits—restricted to faculty and staff and approved nonuniversity employees working on the campus (e.g., credit union, bookstore, or contracted food service employees). Part-time faculty and staff are eligible for blue permits only if they are not students. These permits are available by semester or annually.

Red Permits—for students and student workers. Available by semester only.

Replacement Permits—will be issued at no cost given the return of identifiable remnants of the original parking permit and proper personal identification.

Refunds—will be given on the return of identifiable remnants of the parking permit and proper personal identification in accordance with the schedule in the IU Southeast Parking Regulations.

Parking permits can be bought at the University Police Office, room 027 of the University Center.

Parking meters and temporary permits are also available.

Types of parking and traffic violations are listed in the IU Southeast Parking Regulations.

Persons receiving a parking citation must either pay the prescribed fine at the University Police Office or file an appeal within seven days with the Campus Traffic Appeals Board.

Additional information, regulations, and forms pertaining to citation appeals may be obtained online at http://www.ius.edu/universitypolice/article/UP_Parking.

Policy on Use of Facilities

The Trustees of Indiana University reserve the right to control the use of university facilities to ensure that events conducted therein are compatible with the mission of the university. The university will at all times seek to offer to students and faculty groups opportunities to meet, hear, and exchange ideas and views, however controversial, but it does not license and will not tolerate what is illegal. For the purposes of this policy statement, the term "facilities" shall include grounds owned by the university as well as structures that are on university property.

University-related individuals or groups wishing to reserve university facilities should obtain a reservation request form from the information clerk at the information desk in the University Center. Three rate structures are in effect: university, nonprofit, and profit. Costs may be obtained from the Office of Conference and Dining Services.

In those cases where a university-related group or office wishes to use a university facility for an income-producing event, specific authorization for the event must be obtained from the manager of Conference and Dining Services. A facility usage fee may be charged for the event.

Individuals and groups who are not university-related but wish to reserve a university facility should contact the information desk at the University Center. A charge will be assessed in accordance with a schedule of facility fees on file in the office of Conference and Dining Services.

The university does not normally make its facilities available for income-producing purposes if the funds are designed to enrich an individual, organization, or commercial sponsor. Non–university-related individuals or organizations wishing to use a university facility for income-producing purposes must write to the conference and dining services office, setting forth the nature of the income-producing activity and its purposes.

Note: Charges will be assessed in accordance with a schedule of facility fees on file in the manager's office.

The university catering service will provide for all food and beverage needs for any event held in university facilities. Sponsors of any activity requiring any type of food or beverage must make arrangements through Conference and Dining Services in the University Center. Any exceptions to this policy must be approved by the conference and dining services office. Possession or use of alcoholic beverages on university property is permitted by authorization only.

The university reserves the right to reject any and all applications for the use of facilities. Further, the university reserves the right to make adjustments in confirmed reservations for facilities when such action becomes necessary.

All requests for the use of university facilities should be made in writing and should be submitted not less than five working days before the scheduled event. Time, place, and manner may be restricted. Questions regarding this policy may be directed to the conference and dining services office.

Reserve Officers' Training Corps

Air Force

Dougherty Hall
University of Louisville
Phone: (502) 852-6576

Professor Smekrude, Lieutenant Colonel, U.S.A.F.
Assistant Professors Witt, Captain; Campbell, Captain

Program

The educational program of Indiana University Southeast includes the Air Force Reserve Officers' Training Corps (AFROTC) program conducted by the U.S. Air Force. Courses for IU Southeast students are held on the Belknap campus of the University of Louisville under the auspices of the Metroversity Program. This is a nondegree program.

General Qualifications Any student, regardless of sex, race, or ethnic background, is eligible for the AFROTC if he or she is:

- a citizen of the United States (noncitizens may enroll but must obtain citizenship prior to their junior year)
- of sound physical condition
- of sound moral character
- able to complete all commissioning requirements before age 30 (may be waived to age 35)
- a full-time student

Membership in a Reserve or National Guard Unit does not prevent enrollment in the AFROTC program. Married students are eligible.

Women Students in Air Force ROTC Qualified women who are seeking responsibility and challenge in an equal-opportunity situation should consider the AFROTC. Women are eligible to compete for various careers, including but not limited to pilots, navigators, and missile personnel. Women are eligible to fly all planes in the Air Force inventory.

Cost If you are a full-time student, there is no cost for enrollment in the AFROTC program other than tuition of the university. The AFROTC furnishes uniforms and AFROTC textbooks. Veterans Affairs benefits may be continued while in the AFROTC program.

Four-Year Program The student interested in pursuing the four-year program enrolls as a freshman in Aerospace Science A 101 and A 151. There is no other application procedure. Enrolling in this course does not incur a military obligation. During the first two years, the student attends class for one hour and leadership laboratory for two hours each week, earning 2 credit hours per semester. After successfully completing the sophomore year and a four- or five-week summer field training program, the qualified cadet may compete for entry into the Professional Officer Course.

Two-Year Program (Professional Officer Course) The basic requirement is that the student has two academic years remaining at the undergraduate level or graduate level. In this program the student attends class three hours a week and leadership laboratory for three hours a week, earning 3 credit hours per semester. During the two years of this program, he or she receives $200-$600 per month tax free each academic year and, in some cases, a full scholarship. Interested students must apply during the year preceding the fall term in which they intend to enter. Applicants must successfully complete a four- or five-week summer field training course. (Applicants with prior service attend a four-week course.)

Field Training Field training is offered during the summer months at selected Air Force bases throughout the United States. The major areas of study include officer training, aircraft orientation, career orientation, survival training, physical training, base functions, and Air Force environment. Travel to and from the encampment is paid, as well as all expenses for room and board. Additionally, the student is paid for the encampments.

Scholarships Scholarships are available to highly qualified students. Scholarships cover full tuition, laboratory expenses, incidental fees, and books.

Scholarship cadets also receive $200-$600 per month tax free. Students who are not on scholarship when they first enter college may qualify for a scholarship while attending college.

Interested students should contact the AFROTC office at (502) 852-6576 or by e-mail at airforce@louisville.edu. Students may also visit the AFROTC offices in Dougherty Hall, University of Louisville, or the Web site at www.louisville.edu/~afrotc.

Army

Major Sunny Cho Mitchell
Recruiting Officer
Room 209 Dougherty Hall,
University of Louisville
Louisville, KY 40292
Phone: (502) 852-7902 cell 502-386-3358

IU Southeast on-campus Instructor SSG Mansfield
Daniel.Mansfield@us.army.mil

The Army Reserve Officers' Training Corps (ROTC) program provides students in any academic discipline an opportunity to develop leadership and management skills and obtain a commission as a second lieutenant in the United States Army. Any full-time student may enroll in Army ROTC provided he or she is a U.S. citizen, at least 17 years of age, and of sound physical conditioning and moral character.

The Army ROTC program is traditionally a four-year program. The first two years of the program comprise the Basic Course. This includes classroom studies in such subjects as military history, leadership development, and national defense. Students may enroll in the first two years of the program without incurring any future military obligation (nonscholarship). ROTC books and uniforms are provided. In lieu of the Basic Course, students may qualify for the Advanced Course through a two-year program.

The Advanced Course is normally taken in the junior and senior years. Students contract with ROTC and receive a stipend of $450/500 per academic month. Enrollment in the Advanced Course will enable students to continue to sharpen their management skills and teach new ROTC students the skills that have been learned in the Basic Course. Between the junior and senior years, students attend the ROTC Advanced Camp. Students who have completed the Army ROTC program will be ready to become commissioned officers in the U.S. Army upon graduation from college.

Army ROTC awards two, three and four-year campus-based scholarships that pay for tuition and fees, plus an $600 per semester allowance for books and a monthly stipend of $300Fr/350So/450Jr/500Sr. Students may also receive tuition-remission grants.

All Army ROTC courses are conducted at the University of Louisville, Belknap Campus, in Dougherty Hall. Contact the IU Southeast registrar for further guidance to sign up for this Metroversity program. Interested students should also contact the enrollment officer at the University of Louisville, (502) 852-7902, for the latest program information.

Academic Success Center

William McGuire, *Director*;
Mandy Bibee, Sarah Gierke, Jeanne Goodan, Jane Spitznagel, Matthew Springer, Clematis Wallace, *Academic Advisors*
University Center South
Phone: (812) 941-2243
Web site: www.ius.edu/ase

The Academic Success Center is the academic division for all new students entering Indiana University Southeast except those who have met the requirements to be advised in the school of their major. The primary purpose of the Academic Success Center is to provide academic advising and guidance to students during their exploratory time at the university.

The Academic Success Center staff promotes students' success as they work toward selecting a major and fulfilling entrance requirements to degree-granting schools and divisions (Arts and Letters, Business, Education, Natural Sciences, Nursing, Social Sciences). Many students will have selected majors and be academically eligible for acceptance into degree-granting schools or divisions after one year of full-time study or the equivalent, or sooner. Those who want to continue to explore different majors may remain in the Academic Success Center for an additional year. Some academic units have additional entrance requirements. (Business, communication, and education majors require a higher entrance GPA.) Students should contact their Academic Success Center advisor for additional information.

Academic Advising Entering students are assigned advisors based on their intended major. "Undecided" or exploring students are assigned to advisors who are knowledgeable about a variety of majors and can help guide the decision making process. Each advisor has one or more specialty areas, and students are assigned to the advisor who will be of the most benefit to them. Students are free, at any time, to change advisors if they wish. Advisors are available by appointment throughout the year and will make every effort to accommodate the schedules of students.

Group advising is conducted for elementary education, special education, and nursing students in conjunction with fall and spring registrations. Students should attend a group with other students of the same major. A schedule of these groups will be e-mailed to each Academic Success Center student with the previously listed majors during the semester.

Academic advising is a shared responsibility between the student and the advisor. Students are expected to be prepared for their advising appointment by selecting a tentative schedule of classes to discuss with their advisor. Advisors will provide accurate and timely information to students to help them explore life, career, and academic plans and goals.

OneStart allows you to access your student records online. You can look up course offerings, check your schedule, look up your grades, print an unofficial transcript, monitor your progress in fulfilling degree requirements, check your bursar account, look up your financial aid, or change your address. The address for this Web site is www.onestart.iu.edu.

Academic Probation and Suspension Policy

General Information

The Academic Probation and Suspension Policy is designed to:

- inform students of the academic performance expectations.
- provide a structure for consistent intervention when students are not performing well.
- recognize that a variety of factors can affect a student's performance.
- connect students with the staff and resources. that can help facilitate their academic success.

A student is considered to be in good standing when maintaining an overall grade point average (GPA) of 2.0 (C) or higher. The Academic Success Center will review students' academic standing at the end of the fall and spring semesters. Students may monitor their own academic status by selecting the Self Service tab on OneStart (onestart.iu.edu). Students must have a cumulative GPA of at least 2.0 to transfer out of the Academic Success Center.

Academic Probation and Suspension Procedures

1. A student whose cumulative **GPA** falls below 2.0 (C), and who has completed at least six (6) credits of IU course work, will be placed on academic probation.
2. When a student is placed on academic probation, a letter to this effect shall be mailed to the student's residence and a copy placed in the student's file. When a student on academic probation raises his or her cumulative GPA to at least 2.0, the student is released from probation and notified by mail.
3. A student who is on academic probation and who fails to make a C average or better during an academic term shall be suspended. A letter to that effect shall be mailed to the student's residence, and a copy placed in the student's file. The first such occurrence of a suspension shall be for a term of one semester (fall or spring). After the suspension period has lapsed, the student is eligible to enroll at IU Southeast after meeting with an academic advisor.
4. A student who has been readmitted after an initial suspension and who is suspended for the second time shall be suspended for a term of one semester (fall or spring) and may only be readmitted after meeting with the Director of the Academic Success Center.
5. A student who has been readmitted after a second suspension and who is suspended for a third time shall be suspended for a term of one academic year (fall and spring) and may be readmitted only after meeting with the Director of the Academic Success Center.
6. The third suspension is the final opportunity for a student to make changes that will ensure his/her academic success. Should the student again meet the criteria for suspension, s/he will be academically dismissed from IU Southeast.
7. If a student is suspended after a spring semester, and s/he is registered for the following fall semester, these courses will be administratively cancelled by June 1. If a student is suspended after a fall semester, and s/he is registered for the following spring semester, these courses will be administratively cancelled prior to the first day of class.

Appealing the Academic Suspension Decision

Students who fail to meet the academic standards and have mitigating circumstances may appeal the suspension decision. Please be aware that immediate readmission is not guaranteed.

Students who are not in good academic standing are strongly encouraged to complete any grades of "I" (Incomplete), assess their academic problems and other factors that are interfering with success, and provide evidence of their ability to perform successfully upon readmission to IU Southeast.

1. Students must complete the Suspension Appeal Form found on the Academic Success Center Web site at www.ius.edu/ASC/Appeal.pdf and submit it to the Academic Success Center within two weeks of the Academic Success Center mailing the suspension letter for the spring semester

2. The Appeals Committee, comprised of three academic advisors, will review the student's appeal form, the information regarding mitigating circumstances, and the student's advising file. The Appeals Committee will then render a decision.
3. If a student's petition for readmission has been denied, the student may appeal that decision to the Director of the Academic Success Center in writing. The Director's decision shall be final.

Academic Programs

Indiana University Southeast has seven undergraduate degree-granting academic schools/divisions: School of Arts and Letters, School of Business, Division of Continuing Studies, School of Education, School of Natural Sciences, School of Nursing, and School of Social Sciences. The Purdue School of Technology has a presence on the campus and also grants degrees from Purdue University. In addition, IU Southeast has an Honors Program for highly motivated students.

Within the undergraduate schools/divisions are the academic departments, offering major and minor programs. The following chart lists all the majors and degrees, minors and certificate programs offered at IU Southeast. Descriptions appear elsewhere in the *Bulletin*.

Academic Programs

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Schools, Degrees, Majors and Minors

DEGREE LISTINGS BY SCHOOL

SCHOOL OF ARTS & LETTERS

Associate Degree	Major	Concentration
Associate of Arts		Communication English Fine Arts German Music Philosophy Spanish

Bachelor's Degree	Major	Concentration
Bachelor of Arts	Communication	Advertising Speech Theatre Theatre/Business
Bachelor of Arts	English	English Writing
Bachelor of Arts; Bachelor of Fine Arts	Fine Arts	Art History Ceramics Drawing Graphic Design Painting Printmaking
Bachelor of Arts	French	
Bachelor of Arts	German	
Bachelor of Arts	Individualized Major	
Bachelor of Arts	Music	Composition-Concert Stage Composition-Film & Media Music Industry-Music Business Music Industry-Recording EGR Performance
Bachelor of Arts	Philosophy	Religious Studies Traditional
Bachelor of Arts	Spanish	

Master's Degree	Major	Concentration
Master of Liberal Studies	Liberal Studies	

SCHOOL OF BUSINESS

Associate Degree	Major	Concentration
Associate of Science in Business	Accounting Business Admin	

Bachelor's Degree	Major	Concentration
Bachelor of Arts	Economics	
Bachelor of Science in Business	Business	Accounting Bus Econ & Public Policy Finance General Business General Management

		Human Resource Management Info Operations Management International Business Marketing

Postbaccalaureate Certificate

Postbaccalaureate Certificate in Accounting	CPA Preparation Corporate Accounting
Postbaccalaureate Certificate in Economics	
Postbaccalaureate Certificate in Finance	
Postbaccalaureate Certificate in General Business	
Postbaccalaureate Certificate in Human Resource Management	
Postbaccalaureate Certificate in Information & Operations Management	
Postbaccalaureate Certificate in International Business	
Postbaccalaureate Certificate in General Management	
Postbaccalaureate Certificate in Marketing	

Master's Degree	**Major**
Master of Business Administration	Business Administration
Master of Science in Strategic Finance	Strategic Finance

SCHOOL OF CONTINUING STUDIES

Associate Degree	**Major**
Associate of Arts in General Studies	

Bachelor's Degree	**Major**	**Concentration**
Bachelor of General Studies	General Studies	Humanities Science and Mathematics Social Sciences

SCHOOL OF EDUCATION

Bachelor's Degree	**Major**
Bachelor of Science in Education	Elementary Education
Bachelor of Science in Education	Secondary Education
Bachelor of Science in Education	Special Education
Postbaccalaureate Initial Teaching License Program	Transition to Teaching (Elementary, Secondary)
Special Education (Initial License Option)	

Master's Degree	**Major**
Master of Science in Education	Counseling Elementary Education Secondary Education

SCHOOL OF NATURAL SCIENCES

Certificate	**Major**
Certificate in Coding Technology	
Certificate in Environmental Science	
Certificate in Information Technology	
Certificate in Medical Transcription Technology	

Associate Degree	**Major**	**Concentration**
Associate of Arts		Biology Chemistry Geosciences Mathematics Physics

Associate of Science in Computer Science	Computer Science	Informatics Web Systems
		Computer Networking
		Database Systems
Bachelor's Degree	**Major**	**Concentration**
Bachelor of Arts	Biology	
Bachelor of Arts	Chemistry	Business Management Biochemistry
Bachelor of Arts	Chemistry & Biology	
Bachelor of Arts	Geosciences	Geography-Environmental Geography-GIS Geography-Human Geography-Physical Geology
Bachelor of Arts	Mathematics	
Bachelor of Science in Biology	Biology	
Bachelor of Science in Chemistry	Chemistry	ACS Approved Biochemistry-ACS Approved
Bachelor of Science in Clinical Lab Science		
Bachelor of Science in Computer Science	Computer Science	Information Systems Science/Mathematics
Bachelor of Science in Informatics	Informatics	
Bachelor of Science in Mathematics	Mathematics	

SCHOOL OF NURSING

Bachelor's Degree	**Major**	**Concentration**
Bachelor of Science in Nursing	Nursing (RN-BSN)	

SCHOOL OF SOCIAL SCIENCES

Associate Degree	**Major**	**Concentration**
Associate of Arts		History A.A. Political Science A.A. Psychology A.A. Sociology A.A.
Associate of Science in Journalism	Journalism	
Bachelor's Degree	**Major**	**Concentration**
Bachelor of Science in Criminology and Criminal Justice		Criminology and Criminal Justice
Bachelor of Arts	History	
Bachelor of Arts	International Studies	
Bachelor of Arts	Journalism	
Bachelor of Arts	Political Science	Political Science Public Service
Bachelor of Arts	Psychology	
Bachelor of Arts	Sociology	Interdisciplinary Traditional Gender Studies

Purdue College of Technology

Bachelor of Science	Computer Graphics Technology
Bachelor of Science	Electrical Engineering Technology
Bachelor of Science	Industrial Technology
Bachelor of Science	Mechanical Engineering Technology
Bachelor of Science	Organizational Leadership and Supervision

Students are encouraged to contact their school or division office to arrange for an appointment with an advisor to discuss degree programs or certificates and the requirements to complete them. Full-time freshmen are usually assigned an advisor in the Academic Success Center.

Students interested in preprofessional programs in health-related fields should contact the dean of natural sciences. Students interested in prelaw should contact the dean of social sciences.

Students interested in earning a technical degree offered at IU Southeast by Purdue University need to contact a Purdue advisor about making application to Purdue University. Students working toward other Purdue University degrees will find that certain selected courses are offered cooperatively at IU Southeast; however, those students should consult an academic advisor for IU Southeast.

Students enrolling at Indiana University who plan to apply their IU credits or degrees at other institutions should confer with or write to those institutions for advice.

Purpose and Philosophy of Undergraduate Education at IU Southeast

The purpose of an IU Southeast undergraduate education is to prepare students to act as thoughtful, informed, and productive citizens and lifelong learners in the context of a complex and rapidly changing society.

We believe that the best education is one that provides not only specific knowledge and skills but also intellectual breadth. Such an education enables students to develop into well-rounded human beings who can provide the leadership their communities need in an era of rapid change.

We embrace the notion of a set of common goals for an undergraduate education at IU Southeast and recognize that the means of attaining those goals will vary among degree programs. The coherence of an IU Southeast education lies more in the pursuit of common goals than in the completion of common courses.

The pursuit of these goals is a shared responsibility of faculty and students. Courses in the major contribute to general education and those in general education contribute to the major. Thus all faculty members foster both the breadth and the depth of the education of all students in their courses.

Common Goals of an IU Southeast Undergraduate Education

These are primarily the goals of general education:

1. To develop essential skills, including:
   a. Written and oral communication skills
   b. Quantitative reasoning
   c. Information technology fluency
   d. Information literacy
   e. Reasoning about moral and ethical questions
   f. Critical thinking
2. To understand humanity and the world through the central ideas, issues, and methods of inquiry found in the arts and humanities, the natural sciences, and the social and behavioral sciences.
3. To understand the diversity of experiences and perspectives within and among cultures.

These are primarily the goals of the major:

1. To acquire a depth of knowledge in a specified area of study.
2. Within the context of a specified area of study, to reason, to think both critically and creatively, and to solve problems.

The faculty have approved specific learning outcomes for each of the general education goals. These outcomes can be found at www.ius.edu/generaleducation/.

Components of an Undergraduate Degree

Baccalaureate college degrees at the undergraduate level have three components: general education, the major, and electives. Each of these components makes an important contribution to a student's education.

General Education

Courses in general education contribute to the development of knowledge and intellectual skills that all college graduates, regardless of their degree, should have. They also add breadth of study by including disciplines outside the major.

Majors

A major is the primary field of study, such as history, sociology, marketing, etc. Major program requirements are described in the academic school section of this *Bulletin*. Courses in the major contribute to the development of knowledge and intellectual skills that are specific to the discipline chosen.

Elective Courses

Finally, elective courses permit students to round out a degree based on their individual interests. While completing the required courses for the major, students may still need additional courses to fulfill the total hours to meet the degree; electives can be chosen to meet this need.

Minors & Certificates

Students completing an IU Southeast degree may concurrently complete a minor or a certificate in an academic discipline or an interdisciplinary field. A minor is a second field of study taken along with a major. Taking a minor is optional. This is a specific program that may widen the primary area of interest or increase career opportunities.

Minors or certificates require between 15 and 24 credit hours and permit students to enrich and diversify their academic programs. The minor or certificate will be indicated upon conferral of the bachelor's degree. Interested students should keep these restrictions in mind:

- A student may not earn a major and a minor in the same discipline.
- Courses applying to the major will not count toward the minor in an academic discipline.
- Students must obtain a minimum grade point average of 2.0 for all courses included in a minor or certificate.

- Students may not include any course with a grade below C–.

Students should also be aware that these minors and certificates will not certify education graduates to teach in the subject area. (A list of teaching minors is in the "School of Education" section of this Bulletin.) Students wishing to pursue a minor or certificate should apply to the unit in which it is offered. Requirements for specific minors are described in the school's academic section of this Bulletin.

Double Degree

Students may simultaneously earn two different degrees (e.g., B.A. and B.S.). Such a double degree can be obtained by completing all requirements for each of the two degrees. Students must have an advisor for each degree and must notify the deans of the schools that grant the degrees.

Honors Courses

Honors work is available to academically talented students through the Honors Program and through individual academic departments. You will find information in the section entitled "Honors Program" as well as under individual academic departments.

Scholastic Awards

Chancellor's List

Students carrying 12 or more graded credit hours in one semester who earn a 4.0 grade point average (GPA) are placed on the Chancellor's List. Students carrying 6 or more graded credits in both of two consecutive semesters who earn a 4.0 GPA are also placed on the Chancellor's List.

Dean's List

Students carrying 12 or more graded credit hours in one semester who earn a 3.50 to 3.99 grade point average (GPA) are placed on the Dean's List. Students carrying 6 or more graded credits in both of two consecutive semesters who earn a 3.50 to 3.99 GPA are also placed on the Dean's List.

Graduation with Distinction

Indiana University Southeast recognizes outstanding academic performance by awarding associate and bachelor's degrees with three levels of distinction: highest distinction, high distinction, and distinction. Associate degree candidates must have completed at least half of the credit hours required for their degrees at Indiana University, and bachelor's degree candidates must have completed a minimum of 60 credit hours at Indiana University, to be eligible to graduate with distinction. In addition, students must satisfy the following requirements.

To receive academic distinction, degree candidates must rank among the top 10 percent of their graduating class in each of the separate degree categories (e.g., Bachelor of Arts, Bachelor of General Studies, Bachelor of Science in Business). Degree candidates must also meet the following GPA requirements: To graduate with highest distinction, a degree candidate's GPA must be 3.95 or greater. To graduate with high distinction, a degree candidate's GPA must be not less than 3.80 and not greater than 3.94. To graduate with distinction, a degree candidate's GPA must be not less than 3.60 and not greater than 3.79. Degree candidates in nursing must meet GPA requirements as defined by the School of Nursing.

The university provides an honor cord to wear at Commencement to each candidate expected to graduate with academic distinction. The certification of degree candidates who graduate with academic distinction is done by the student's academic unit. Final academic distinction is determined upon review of final grades and the determination of the ranking among the top 10 percent of the graduates in their respective degrees. This process is completed a few weeks after Commencement in May and after the degree-granting dates in August and December. Thus the wearing of an honor cord during Commencement does not automatically guarantee the awarding of degree honors.

When degree candidates are awarded their degrees with distinction, it will be noted on their academic record and diploma by the Office of the Registrar.

Honor Societies

Students at Indiana University Southeast may also achieve membership in one or more honor societies. The following national honor societies have chapters on campus. For education majors—Kappa Delta Pi, Phi Delta Kappa, and Pi Lambda Theta; nursing majors—Sigma Theta Tau; psychology majors—Psi Chi; business majors—Beta Gamma Sigma; adult students—Pinnacle; leadership honor society for juniors—Omicron Delta Kappa; and all majors—Phi Eta Sigma and Alpha Chi. The Campus Life Office annually compiles a list of current officers and advisors, from whom more information is available.

Advisement Reports and the Student's Responsibility

Certain basic requirements apply to all degrees. These include a minimum number of credit hours, a minimum grade point average, a minimum residence requirement, course distribution requirements, a concentration or major, and certain specific skills courses (such as writing, mathematics, and foreign language).

Advisors and school or division deans will help students understand these requirements, but students alone are responsible for fulfilling them. The Advisement Report, Indiana University's computerized advising record, is available to assist students in understanding how and where courses fit in each academic program. Advisement Reports can be accessed through OneStart.

At the end of a student's course of study, the faculty and Board of Trustees vote upon conferral of the degree. If requirements have not been satisfied, the degree will be withheld pending fulfillment of all requirements. For this reason, it is important for students to acquaint themselves with all regulations and remain informed throughout their college careers.

Declaring a Major

All degree-seeking students must declare a major. Although it may be done sooner, this is usually done after the first 26 to 30 credit hours of course work. See the "Academic Success Center" section of this *Bulletin* for the rules and procedures governing declaration of majors. Students whose chosen majors lead to the B.A. or to certain B.S. degrees may pursue double academic majors. Consult the regulations governing double majors in the section on general requirements for the appropriate degree (see "Index").

General Requirements for Undergraduate Degrees at IU Southeast

Bulletin Year and Student Degree Requirements

This *Bulletin* states the general degree requirements for students who enter the university beginning in the fall semester of 2009 through the summer terms of 2011. It also states the requirements in the major for students who officially enter their majors in the same time period. Students should note that the requirements for degree programs that lead to professional certification may change to stay current with certification requirements. Every effort is made to notify students of such changes. *Students who leave the university for more than one year are expected to meet the degree and major requirements that are in effect when they resume their studies.*

First-Year Seminars

All degree-seeking students entering IU Southeast during the fall semester of 2002 or any time thereafter who are new college students or who have fewer than 26 semester hours of transfer credit must pass one and only one First-Year Seminar during their first year at IU Southeast and preferably during their first semester at IU Southeast. First-Year Seminars are not offered during the summer.

Students who are required to take a First-Year Seminar and do not pass one before reaching sophomore status (26 semester hours) will be placed on the checklist and will not be able to register or receive certified records without special authorization from the First-Year Seminar director.

First-Year Seminars are small classes in which one credit of S 104 is attached to another class that is suitable for first-year students. First-Year Seminars are open only to first-year students. The student receives the same grade for S 104 as he or she earns in the course to which it is attached. First-Year Seminars are taught by resident faculty or professional staff and are designed to help a student have a successful college career.

Questions should be addressed to Dr. Donna Dahlgren, director, at CV; phone (812) 941-2682; e-mail ddahlgr@ius.edu).

General Education Component for All IU Southeast Baccalaureate Degrees

General education at IU Southeast includes campuswide requirements, which apply to all baccalaureate degrees, and requirements that are specific to each degree. Some degrees have extensive general education requirements of their own, whereas others have relatively few requirements beyond those established by the campus.

The purpose of this section is to describe the campuswide general education program and its requirements. Requirements that are specific to each degree are set out in the section that describes that degree.

In many cases, a requirement states that students must choose courses from a list of approved courses. Students should consult their advisors or go to www.ius.edu/generaleducation for the current list of approved courses.

1. **Written Communication.**
   Students are required to take ENG-W 131 Elementary Composition and one second level course, selected on the basis of their major, from the list of approved courses. Students should consult with their advisor to determine which second course is appropriate for their intended major.

   Placement in English Composition In order to enter ENG-W 131, a student must first complete the Writing Placement process administered by the Student Development Center. On the basis of the results, the student will be placed in the

appropriate writing course. The placement process is administered throughout the year and by appointment. Students must pass ENG-W 131 with a grade of C or higher.

Exemption Students who desire an exemption with or without credit from ENG-W 131 should consult the Writing Program Coordinators. All requests for exemption and credit for this course should be made within the student's first 30 credit hours of course work at Indiana University Southeast.

2. **Oral Communication**
   Students are required to take SPCH-S 121 Public Speaking.

3. **Quantitative Reasoning**
   Students are required to choose one course from the list of approved courses.

   Note: Degree programs vary significantly in the level of mathematical preparation they require for successful completion. Students should take this into consideration when choosing courses to meet this requirement.

   Placement In order to enter a mathematics course, a student must first take a placement test, administered by the Student Development Center. On the basis of this score, the student will be placed in a course that best matches his or her knowledge of mathematics. The test is given throughout the year and by appointment.

   Exemption A student may achieve exemption from the mathematics requirement by earning a sufficiently high score, as determined by the mathematics faculty, on the American College Test (ACT) or Scholastic Achievement Test (SAT), or by testing out of the appropriate class. For more information, see the dean of natural sciences.

4. **Information Literacy**
   The Information Literacy outcomes are infused into the curriculum at three levels. They are introduced to all students in the required First Year Seminar class; they are further developed and elaborated in at least two required courses in the major (chosen by program faculty).

5. **Central Ideas, Issues, and Methods of Inquiry**
   a. Students are required to take one course in the Humanities and one course in the Arts from the list of approved courses in those disciplines.

   b. Students are required to take two courses from different disciplines from the list of approved courses in the Natural Sciences. One course must include a laboratory component.

   c. Students are required to take two courses from different disciplines from the list of approved courses in the Social and Behavioral Sciences.

6. **Critical Thinking**
   Students are required to take one course from the list of approved courses. These courses will also meet one or more of the other general education requirements; e.g., Central Ideas, Issues, and Methods of Inquiry.

7. **Diversity**
   Students are required to take one course from the list of approved courses.

8. **Reasoning about Moral and Ethical Issues**
   Students are required to take one course from the list of approved courses.

9. **Information Technology Fluency**
   The requirements for information technology fluency are defined separately for each major. Students should consult with an advisor regarding the requirement for their intended major.

Specific Limitations for all Undergraduate Degrees

1. Courses taken on the Pass/Fail option can be applied only as electives in meeting degree requirements.

2. No more than 64 credit hours earned in accredited junior colleges may be applied toward a bachelor's degree.

3. By special permission from the student's dean, a limited number of credit hours may be earned through correspondence, or online, or by special credit examination. Permission of the school or division dean is required for students enrolled in a degree program on the IU Southeast campus to also enroll in courses offered at other universities or through the IU Independent Study Division.

4. Course work for a degree must usually be completed within 10 years following the time the student first registers in the university. Students returning for a second undergraduate degree or after an extended absence will usually be governed by the requirements stated in the *Bulletin* in effect when they re-enroll. Exceptions may be granted by the appropriate school or division dean in consultation with the student's academic advisor.

5. Degree candidates must have all course credit hours (except for the credit hours for the current semester) on record at least six weeks before the degree is conferred.

6. Students must file their application for a degree in the school or division office at least one month

prior to the graduation date. However, for May and August candidates to be included in the Commencement program, degree applications must be filed before February 15.

Requirements Specific to Bachelor of Arts Degrees

Bachelor of Arts and Associate of Arts degrees are offered in the Schools of Arts and Letters, Business, Natural Sciences, and Social Sciences. In addition to meeting all the specific requirements for undergraduate degrees at IU Southeast, these additional requirements are required for all Bachelor of Arts Degrees. The requirements for specific majors are found in the sections of the schools listed previously.

General Rules

1. A minimum of 120 credit hours (at least 130 credit hours if also seeking teacher certification) are required for graduation.

   A minimum grade of D– counts as passing for this requirement if the course was taken at an IU campus.

   Courses accepted for transfer credit from another accredited institution must have a minimum grade of C (not C–) to satisfy this requirement. (The Office of Admissions handles the assessment of transfer courses.)

   Student development courses such as M 007/M 005, W 100, and X 150 do not count toward the 120 credit hours required for graduation.

   If a student passes the same course more than once, it can count only once toward graduation, unless the Bulletin specifically states that the course may be repeated for credit.

   Note: The transcript may not indicate how many credit hours have been earned toward graduation. It gives the "IU GPA credit hours," which may include failed courses and repeated courses. The transcript also indicates "total IU credit hours passed," but this may include student development courses.

2. Every degree candidate must complete no fewer than 26 credit hours of course work in the senior year in residence at IU Southeast, and no fewer than 10 credit hours of course work in the major field of study at IU Southeast.

3. The degree candidate must have a minimum cumulative grade point average (GPA) of 2.0 (C).

4. Students are required to complete a minimum of 30 credit hours in courses at the 300- and 400 level. Courses used to meet this requirement may be from any department. Transferred courses designated undistributed (UNDI) normally do not count toward this requirement.

Additional General Education Requirements Specific to All Bachelor of Arts Degrees

All students must complete the campuswide general education requirements. The following requirements are in addition to those described under general education requirements for all IU Southeast Baccalaureate Degrees.

Foreign Language

Students must satisfactorily complete (D– or higher) four semesters of a foreign language, or they must earn an achievement examination or placement test score sufficient for placement in foreign language classes at the 300 level or above.

First-Level Requirement

The foreign language requirement at the first-year level is successful completion of 8 credit hours in a foreign language or a satisfactory score on the university foreign language placement test. Students may receive credit in the language by earning a satisfactory score on the foreign language placement test. All credit for courses taken in a foreign language will apply toward the degree, and the grades obtained will count in the grade point average. The Pass/Fail option may not be used for foreign language courses except when such courses are taken as free electives.

Second-Level Options

A student may fulfill the remaining 6 credit hours of the foreign language requirement for the B.A. degree by satisfactorily completing 6 credit hours of course work or the equivalent at the 200 level in a foreign language.

Language Examination Placement Tests Students who have had previous exposure to a foreign language are required to take a university foreign language placement test before they will be allowed to register for any section of a foreign language course. Placement tests are administered by the Student Development Center, University Center South.

Proficiency Examinations A student may complete the language requirement by taking a proficiency examination administered by the language department concerned. Such examinations will be given after the student has asked for and has received the consent of the language department.

International Students An international student may substitute proficiency in his or her native language if that language is offered for instruction at Indiana University. The student may not, however, earn credit for any courses at the first- and second-year level in his or her native language.

Distribution Requirements

Students must select additional courses as described below. They must obtain a minimum grade of D– in all courses used to fulfill the distribution requirements. There is no limit to the number of hours a student may take in any one discipline. Additionally, students may use one course to fulfill more than one campus or B.A. degree general education requirement.

Central Ideas, Issues, and Methods of Inquiry in the Natural Sciences

In addition to the two courses required for the campus general education program, choose one additional course in any science discipline from the following list, for a minimum total of 11 credit hours in the sciences. At least one of the three courses must be in the life sciences, and at least one must be in the physical sciences.

LIFE SCIENCE

AHLT-C 150	Body Structure and Function (3 cr.)
ANAT-A 215	Basic Human Anatomy (5 cr.) (L)
BIOL-L 100	Humans and the Biological World (3 cr.)
BIOL-L 100	Humans and the Biological World (5 cr.)(L)
BIOL-L 101	Introduction to Biological Sciences 2 L 102 (5cr.)(L)
BIOL-L 200	Environmental Biology and Conservation (3 cr.)
BIOL-L 201	Ecological Principles (4 cr.)
BIOL-L 205	Biology Field Techniques (3 cr.)
BIOL-L 211	Molecular Biology (3 cr.)
BIOL-L 303	Field Biology (3 cr.)
BIOL-L 304	Marine Biology (3 cr.)
BIOL-L 350	Environmental Biology (3 cr.)
PHSL-P 130	Human Biology (3 cr.)
PHSL-P 215	Basic Mammalian Physiology (5 cr.) (L)
PLSC-B 101	Plant Biology (5 cr.) (L)
PLSC-B 364	Summer Flowering Plants (5 cr.) (L)
PLSC-B 375	Horticultural Plants (5 cr.) L
ZOOL-Z 103	Animal Biology (5 cr.) (L)
ZOOL-Z 373	Entomology (3 cr.)
ZOOL-Z 374	Invertebrate Zoology (5 cr.) (L)
ZOOL-Z 383	Laboratory in Entomology (2 cr.) (L)
GEOG-G 307	Biogeography (3 cr.)
PSY-P 326	Behavioral Neuroscience (3 cr.)

PHYSICAL SCIENCE

ASTR-A 100	The Solar System (3 cr.)
ASTR-A 105	Stellar Astronomy (3 cr.)
ASTR-A 151	Introductory Astronomy Research Laboratory (2 cr.) (L)
CHEM-C 101	Elementary Chemistry I (3 cr.)
CHEM-C 121	Elementary Chemistry Lab I (2 cr.) (L)
CHEM-C 102	Elementary Chemistry II (3 cr.)
CHEM-C 122	Elementary Chemistry Lab II (2 cr.) (L)
CHEM-C 104	Physical Sciences and Society (3 cr.)
CHEM-C 105	Principles of Chemistry I (3 cr.)
CHEM-C 106	Principles of Chemistry II (3 cr.)
CHEM-C 125	Experimental Chemistry I (2 cr.) (L)
CHEM-C 126	Experimental Chemistry II (2 cr.) (L)
GEOG-G 107	Physical Systems of the Environment (3 cr.)
GEOG-G 108	Physical Systems of the Environment Laboratory (2 cr.) (L)
GEOG-G 304	Meteorology and Physical Climatology (3 cr.)
GEOG-G 308	Disasters: Natural/Human Induced (3 cr.)
GEOG-G 315	Environmental Conservation (3 cr.)
GEOL-G 100	Earth Science: Geologic Aspects (5 cr.) (L)
GEOL-G 180	Dinosaurs (3 cr.)
GEOL-G 221	Introductory Mineralogy (3 cr.)
GEOL-G 300	Environmental and Urban Geology (3 cr.)
GEOL-G 411	Invertebrate Paleontology (3 cr.)
GEOL-G 415	Geomorphology (3 cr.)
PHYS-P 100	Physics in the Modern World (5 cr.) (L)
PHYS-P 105	Basic Physics of Sound (3 cr.)
PHYS-P 120	Energy and Technology (3 cr.)
PHYS-P 201	General Physics I (5 cr.) (L)
PHYS-P 202	General Physics II (5 cr.) (L)
PHYS-P 221	Physics I (5 cr.) (L)
PHYS-P 222	Physics II (5 cr.) (L)

Central Ideas, Issues, and Methods of Inquiry in Social and Behavioral Sciences

Students must take one additional social/behavioral science course in any discipline, selected from the following list:

ANTH-A 105	Human Origins and Prehistory (3 cr.)
ANTH-A 362	Principles of Social Organization (3 cr.)
ANTH-E 105	Culture and Society (3 cr.)
ANTH-E 320	Indians of North America (3 cr.)
GEOG-G 110	Introduction to Human Geography (3 cr.)
JOUR-C 200	Introduction to Mass Communications (3 cr.)
PSY-B 310	Lifespan Development (3 cr.)
PSY-P 101	Introduction to Psychology I (3 cr.)
PSY-P 102	Introduction to Psychology II (3 cr.)
PSY-P 233	Industrial Psychology (3 cr.)
SOC-R 220	The Family (3 cr.)
SOC-R 320	Marital Relations and Sexuality (3 cr.)
SOC-R 463	Inequality and Society (3 cr.)
SOC-S 163	Social Problems (3 cr.)
SOC-S 216	American Ethnic Diversity (3 cr.)
TEL-R 287	Process and Effects of Mass Communications (3 cr.)
ECON-E 100	Current Economic Topics (3 cr.)
ECON-E 200	Fundamentals of Economics: An Overview (3 cr.)
GEOG-G 213	Introduction to Economic Geography (3 cr.)

PHIL-P 145 Introduction to Social and Political Philosophy (3 cr.)
PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)
POLS-Y 103 Introduction to American Politics (3 cr.)
POLS-Y 107 Introduction to Comparative Politics (3 cr.)
POLS-Y 109 Introduction to International Politics (3 cr.)
POLS-Y 205 Elements of Political Analysis (3 cr.)
POLS-Y 301 Political Parties and Interest Groups (3 cr.)
POLS-Y 302 Public Bureaucracy in Modern Society (3 cr.)
POLS-Y 303 Public Policy (3 cr.)
POLS-Y 304 Judicial Process and American Constitutional Law I (3 cr.)
POLS-Y 306 State Politics in the United States (3 cr.)
POLS-Y 308 Urban Politics (3 cr.)
POLS-Y 316 Public Opinion and Political Participation (3 cr.)
POLS-Y 319 The United States Congress (3 cr.)
POLS-Y 322 The American Presidency (3 cr.)
POLS-Y 323 Legislative Behavior (3 cr.)
POLS-Y 324 Women and Politics (3 cr.)
POLS-Y 330 Comparative Political Analysis (3 cr.)
POLS-Y 331 British Politics (3 cr.)
POLS-Y 334 Japanese Politics (3 cr.)
POLS-Y 337 Latin American Politics (3 cr.)
POLS-Y 343 Developmental Problems in the Third World (3 cr.)
POLS-Y 360 U.S. Foreign Policy (3 cr.)
POLS-Y 366 Current Foreign Policy Problems (3 cr.)
POLS-Y 374 International Organization (3 cr.)
POLS-Y 376 International Political Economy (3 cr.)
POLS-Y 388 Marxist Theory (3 cr.)
POLS-Y 392 Problems of Contemporary Political Philosophy (3 cr.)
POLS-Y 394 Public Policy Analysis (3 cr.)

Historical Investigation

Students must take two courses in Historical Investigation selected from the following list:

ECON-E 410 Selected Topics in U.S. Economic History (3 cr.)
FINA-A 101 Ancient and Medieval Art (3 cr.)
FINA-A 102 Renaissance through Modern Art (3 cr.)
FINA-A 270 Women in the History of Art (3 cr.)
FINA-A 315 Ancient Art (3 cr.)
FINA-A 322 Romanesque and Gothic Art (3 cr.)
FINA-A 331 Fourteenth- and Fifteenth-Century Art in Italy (3cr.)
FINA-A 342 Twentieth-Century Art (3 cr.)
FINA-A 362 The Art of Japan (3 cr.)
FINA-A 440 Nineteenth-Century Art (3 cr.)
FINA-A 451 Art of the South Pacific (3 cr.)
FINA-A 452 Art of Pre-Columbian America (3 cr.)
FINA-A 453 Art of Sub-Saharan Africa (3 cr.)
FINA-A 458 Topics in the Ethnographic Arts (Africa, the Pacific, and the Americas) (3 cr.)
FINA-A 478 History of Ceramics (3 cr.)
FINA-A 490 Topics in Art History (3 cr.)
FREN-F 363 Introduction á la France contemporaine (3 cr.)
FREN-F 461 La France contemporaine (3 cr.)
GER-G 363 Deutsche Kulturgeschichte (3 cr.)
GEOG-G 418 Historical Geography (3 cr.)
HIST-E 100 Issues in African History (3 cr.)
HIST-F 100 Issues in Latin American History (3 cr.)
HIST-H 101 The World in the Twentieth Century (3 cr.)
HIST-H 103 Europe: Renaissance to Napoleon (3 cr.)
HIST-H 104 Europe: Napoleon to Present (3 cr.)
HIST-H 105 American History I (3 cr.)
HIST-H 106 American History II (3 cr.)
HIST-A 303 United States, 1789-1865 I (3 cr.)
HIST-A 304 United States, 1789-1865 II (3 cr.)
HIST-A 313 Origins of Modern America (3 cr.)
HIST-A 314 Recent U.S. History I (3 cr.)
HIST-A 315 Recent U.S. History II (3 cr.)
HIST-A 348 Civil War and Reconstruction (3 cr.)
HIST-B 361 Europe in the Twentieth Century I (3 cr.)
HIST-B 362 Europe in the Twentieth Century II (3 cr.)
HIST-B 378 History of Germany since 1648 II (3 cr.)
HIST-D 308 Empire of the Tsars (3 cr.)
HIST-D 310 Russian Revolutions and the Soviet Regime (3 cr.)
HIST-D 418 Russian and Soviet Foreign Policy in the Twentieth Century (3 cr.)
HIST-F 342 Latin America: Evolution and Revolution (3 cr.)
HIST-F 416 History of Slavery in the Americas (3 cr.)
HIST-G 100 Issues in Asian History (3 cr.)
HIST-G 200 America's Wars in Asia (3 cr.)
HIST-G 385 Modern China (3 cr.)
HIST-G 387 Contemporary China (3 cr.)
HIST-G 451 East Asian Civilization I (3 cr.)
HIST-G 452 East Asian Civilization II (3 cr.)
HIST-H 201 Russian Civilization I (3 cr.)
HIST-H 202 Russian Civilization II (3 cr.)
HIST-H 205 Ancient Civilizations (3 cr.)
HIST-H 206 Medieval Civilizations (3 cr.)
HIST-H 207 Modern East Asian Civilizations (3 cr.)
HIST-H 208 American East Asian Relations (3 cr.)
HIST-H 214 Comparative Women's History (3 cr.)
HIST-H 218 History of Motion Pictures (3 cr.)
HIST-H 231 The Family in History (3 cr.)
HIST-H 233 Sports in History (3 cr.)
MUS-M 110 History of Rock and Popular Music (3 cr.)
MUS-M 201 The Literature of Music I (3 cr.)
MUS-M 202 The Literature of Music II (3 cr.)

MUS-M 403	The History of Music I (3 cr.)
MUS-M 404	The History of Music II (3 cr.)
REL-R 331	Christian Thought from the Reformation to the Present (3 cr.)
SPAN-S 411	Spanish Culture and Civilization (3 cr.)
SPAN-S 412	Latin American Culture and Civilization (3 cr.)
THTR-T 270	Introduction to History of Theatre I (3 cr.)
THTR-T 271	Introduction to History of Theatre II (3 cr.)
THTR-T 275	American Theatre: The Black Experience and Contributions (3 cr.)

Major Requirements

Students must complete requirements for a specific major, which must total no fewer than 25 credit hours.

The specific requirements a student must fulfill for the major are those published in the IU Southeast Bulletin current at the time the student declares the major, or those in the bulletin at the time of graduation. If there is a discrepancy between the bulletins, the dean of the appropriate academic unit, in consultation with the student's academic advisor, will determine which bulletin to follow.

No later than the first semester of the junior year, students should plan a tentative outline of their major with their dean or assigned major advisor.

Note:

1. Only minimum grades of C– may be counted toward this requirement, although courses with lower passing grades may count toward the 120 credit hour requirement. Note that some programs require minimum grades of C in major courses.
2. The course taken to satisfy the first-level general education writing requirement may not be applied toward the major.

Double Major

A double major is awarded to all B.A. candidates who satisfy the requirements of two majors. At least 25 credit hours must be taken in each major. The student is required to have one advisor from each of the major programs and must notify the deans of the schools that offer the majors.

Double Degree

Students may simultaneously earn two different degrees (e.g., B.A. and B.S.). Such a double degree can be obtained by completing all requirements for each of the two degrees. The student must have an advisor for both degrees and must notify the deans of the schools that grant the degrees.

Certification to Teach

With careful planning, a student may earn teacher's certification for senior high/junior high/middle school or all-grade education while working toward a Bachelor of Arts degree. Students interested in such a program of study should consult both an advisor in their major field and an advisor in the School of Education.

Arts and Sciences Honors Research Minor

Students majoring in B.A. degree-granting disciplines and interested others who are sponsored by faculty members from those disciplines may apply to participate in the honors research program, provided that they have completed at least 56 credit hours of course work. Candidates for the honors research minor must complete a minimum of 15 credit hours of course work, including a minimum of 6 hours of research credit and 1 to 4 hours of credit for participation in honors seminars. Students interested in this program should consult their academic advisors.

H 400 Honors Research Minor Seminar (1 cr.)
Required seminar for students in the Honors Research Minor Program. Honors seminars will be forums for discussion of each student's research along with larger issues such as research strategies, publication, and ethics. A maximum of 4 credit hours are allowed.

General Requirements for the Associate of Arts Degree

Many students may be interested in completing a two-year liberal arts education program. Such a program may be applied toward a bachelor's degree in one of the academic areas, or it may serve as a self-contained program. These students are encouraged to apply to study for the Associate of Arts degree.

Students may obtain the degree through any one of four schools on campus: Arts and Letters, Business, Natural Sciences, or Social Sciences. Since the degree provides for a concentration in a specific subject area, students should contact the school responsible for that discipline for advising and program planning.

Requirements:

1. **Completion of a minimum of 60 credit hours.**
   - A minimum grade of D– counts as passing for this requirement if the course was taken at an IU campus.
   - Courses accepted for transfer credit from another accredited institution must have a minimum grade of C (not C–) to satisfy this requirement.
   - Student development courses such as M 006, M 007, W 030, W 100, and X 150 do not count toward the 60 credit hours required for the degree.

If a student passes the same course more than once, it can count only once toward graduation, unless the bulletin specifically states that the course may be repeated for credit.

2. **Residence requirement.** Every degree candidate must complete not fewer than 15 credit hours of course work in residence at IU Southeast, and not fewer than 6 credit hours of course work in the selected field of concentration at Indiana University Southeast.
3. **Grade point average.** The degree candidate must have a cumulative grade point average (GPA) of 2.0 (C).
4. **English Composition.** Students must complete W 131 with a grade of C (not C–) or higher.
5. **Foreign Language.** The degree candidate must complete 8 credit hours in a single foreign language with a grade of D– or higher, or must earn an achievement or placement test score sufficient for placement in foreign language classes at the 200 level or above. (See information on the foreign language requirement in the section "General Requirements for the Bachelor of Arts Degree.")
6. **Quantitative Reasoning.** Students must successfully complete one course chosen from the list of approved general education courses in quantitative reasoning (category I).
7. **Central Ideas, Issues, and Methods of Inquiry.** Students must meet the campus general education requirements in the arts and humanities, natural sciences, and social sciences, as noted following. The courses that meet these requirements are those on the list of approved general education courses at www.ius.edu/generaleducation.

   Arts and Humanities: One course in the arts and one course in the humanities.

   Natural Sciences: One course in life science and one course in physical science. It is recommended that one of these courses include a laboratory component.

   Social/Behavioral Sciences: Two courses from different disciplines in the social/behavioral sciences.
8. **Historical Investigation.** Students must take one course in Historical Investigation, chosen from the list of approved courses that is in the section on the requirements for the Bachelor of Arts degree.
9. **Critical Thinking.** Students must take one course from the list of approved general education Critical Thinking courses.
10. **Concentration.** Students must complete a concentration of 15 credit hours in a single arts and sciences discipline. Students should consult the appropriate school for the specific course requirements for the chosen discipline. English composition and 100-level language courses may not be used to meet this concentration.
11. **Electives.** These courses bring the total to 60 credit hours.

Master in Liberal Studies

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Master in Liberal Studies Office
Crestview Hall 018B
Phone: (812) 941-2604
E-mail: webmls@ius.edu
Web site: www.ius.edu/MLS

Degree Offered

The Master in Liberal Studies is an interdisciplinary graduate program that offers study beyond the bachelor's level for persons who are interested in continuing their education in a diversified, challenging manner. The program is not meant to prepare students for doctoral study.

Student Learning Goals

Students who have completed the MLS program will demonstrate the following:

- Understanding of the methods of intellectual inquiry in multiple disciplines
- Development of broader knowledge base with sufficient depth
- Improved ability to critically analyze information
- Ability to synthesize knowledge to examine complex issues
- Capacity to apply learning to make informed decisions
- Ability to communicate effectively

Admission Requirements

For regular admission, students must have completed an undergraduate degree from an accredited institution with a minimum grade point average of 3.0 (B). Applications are accepted anytime, but to assure enrollment, students should apply by July 15 for the fall semester and by November 15 for the spring. Applications are available through the MLS Web page.

Course Requirements

Students are required to complete 33 credit hours of courses that have been approved for graduate credit. These courses must represent all three of the arts and sciences schools and must include nine credits of graduate seminars (D 501, D 502, D 503) and a graduate project (D 601, D 602). The credit hour requirement for this degree must be earned in five (5) consecutive years according to the IU Graduate School Bulletin.

Concentrations (Optional)

Gender Studies Eighteen of the 33 credit hours required for the Master in Liberal Studies degree must have a gender focus. Of these 18 credit hours, 6 are for the graduate project, which must have a gender theme.

International Studies The International Studies track requires students to choose a geographic concentration; for example, Europe, Latin America, or East Asia.

Grades

Only courses in which the student earns a minimum grade of B will count toward the degree.

Honors Program

Angela M. Salas, Ph.D., *Director*
Knobview Hall 229
Phone: (812) 941-2196
Web site: www.ius.edu/honors
Working Motto: Excellence

Honors Programs

The Honors Programs at IU Southeast provide students with several opportunities to experience the challenge and reward of enhanced honors programming.

Honors Program	Description
University Honors Minor	Designed for students in the first two years of college: four honors courses and an honors project
University Honors Scholar	Designed for students in the final two years of college: two honors courses and an honors project, plus course work in one of three tracks: Discipline-Based Honors Honors Research Minor Individualized Honors
Discipline-Based Honors	Participation in the Honors Program with a student's chosen major
Honors Research Minor	Research credits to work on independent research and an honors thesis
Individualized Honors	A unique program defined by the Honors Program Director and the appropriate faculty member(s)
University Honors Fellow	Completion of both University Honors Minor and University Honors Scholar course work

Because the discipline-based honors programs and the honors research minor predate the University Honors Scholar program, any student in those programs may elect to pursue completion of the University Honors Scholar program by taking two upper-level honors courses and participating in an honors project. Not all disciplines have developed discipline-based honors programs.

Because the Honors Program is new, students should be advised that changes may be under way as the bulletin goes to print. Students interested in the program are encouraged to contact the Honors Program Director to obtain information on current requirements and course offerings.

About the Honors Program

The Honors Program (HP) at Indiana University Southeast is a program designed to serve the needs and interests of highly motivated students who seek a stimulating and exciting academic experience and formal recognition for completing a challenging program. Students accepted into Tier One of the Honors Program will have the opportunity to take at least one multidisciplinary course each semester, as well as a two-semester seminar sequence tentatively titled "Common Intellectual Experience." These courses will be offered to a limited number of Honors students by an instructor who has been carefully chosen for his or her teaching expertise and desire to mentor Honors students. Additionally, these courses will be designed to fulfill selected goals of Indiana University Southeast's general education program, giving students in all disciplines the opportunity to participate in the program without slowing their progress toward their degree.

Honors courses will explore important topics in depth, through a multidisciplinary approach. The pace of the courses, and the level and quality of work expected of students, will require that participants be self-motivated, and that they exercise good time-management skills; however, the small size of each Honors class (between 10 and 15 students per section) will ensure group discussion, interaction with the

instructor, and focused guidance and support of each student's academic goals. In addition to taking Honors classes, members of the Honors Program will participate in various cocurricular activities, including group projects, attending cultural events, and participating in the Mid-East Honors Conference in the spring of their first year at IU Southeast.

What Advantages Does the HP Offer to Its Students?

In addition to offering intellectual challenges and a sense of community to participants, Indiana University Southeast's Honors Program offers these more concrete incentives and advantages:

1. Priority registration for classes
2. Priority consideration for students who meet the February 1st scholarship deadline
3. The opportunity to work closely with a variety of faculty mentors
4. The opportunity to conduct original research in different academic fields
5. Participation in the Mid-East Honors Conference
6. Opportunities and encouragement to study abroad
7. The ability to use their skills and interests to help inform the direction of the Honors Program
8. An Honors notation on the transcript
9. An Honors medallion, bestowed at an Honors recognition ceremony prior to graduation

What Are the Requirements for Successful Completion of the Honors Program?

Tier One (University Honors Minor):

1. Successful completion of the first-year honors seminar. This is a two-semester sequence of classes designed to provide students with a common intellectual experience and the guidance they will need in preparing research projects for the Mid-East Honors Conference. It is possible for students to enter Tier One of the HP in the second semester, provided they take an additional Honors seminar to achieve sufficient credit hours within the HP.
2. Successful completion of at least two more multidisciplinary Honors courses.
3. Engaged participation in one group project during their second year. Examples of such projects, which will be negotiable, include:
    a. Service learning
    b. Applied learning
    c. Travel
    d. Coordinating a speaker series through the HP, in service to the IU Southeast community
    e. Applying their knowledge for a social benefit
4. A cumulative grade point average of at least 3.4.

Tier Two (University Honors Scholar):

1. Current or transfer students will gain entry into the HP by recommendation of the faculty and/or by self-nomination.
2. Successful completion of honors course work (12-15 cr. hrs) as well as course work in one of three tracks:
    a. Honors Research Minor
    a. Discipline-Based Honors
    c. An Individualized Honors curriculum, defined in concert with the HP director and appropriate faculty
3. Engaged participation in one group project during the spring of their junior year. Examples of such projects, which will be negotiable, include:
    a. Service learning
    b. Applied learning
    c. Travel
    d. Coordinating a speaker series through the HP, in service to the IU Southeast community
    e. Applying their knowledge for a social benefit

How Does One Join the Honors Program?

Students may apply for admission to Tier One when they apply for admission to IU Southeast and to Tier Two at any time after they enter the university. Admission to the program takes into account numerous factors, including grade point average, ACT/SAT scores, class rank, evidence of intellectual curiosity, recommendations by teachers and university faculty members, extracurricular activities, and, ideally, an informal conversation with the Honors Program Director and members of the Honors Council. Students may also be nominated by secondary school or university faculty members with knowledge of their intellectual habits and abilities.

The Honors Program at Indiana University Southeast recognizes that excellence takes many forms, and that a rigid adherence to particular formulae about exam scores and GPAs might exclude diamonds in the rough, or those who are just finding their academic and intellectual stride. Thus, while the HP Director and Council expect to see evidence of academic interest, potential, and achievement, and an excellent work ethic, they also intend to look at individual students as human beings, with a view to both how the program can enrich their experience, and to what the student can bring to the Honors Program and the Indiana University Southeast community.

Tier I Honors Courses

H 103 Honors Seminar: Common Intellectual Experience I (3-6 cr.)

H 104 Honors Seminar: Common Intellectual Experience II (3-6 cr.)

Tier I and II Honors Courses

H 306 Multidisciplinary Seminar in the Humanities and Social Sciences (3-6 cr.)

H 307 Multidisciplinary Seminar (3-6 cr.)

H 400 Honors Research Minor Seminar (1 cr.)

H 495 Honors Project (1 cr.)

School of Arts and Letters

Knobview Hall KV110M
Phone: (812) 941-2342
Fax: (812) 941-2529
Web site: www.ius.edu/ArtsandLetters

Professors Allen, Barry, Bochan, Clem, Goldstein, B. Jones, Kauffman, Krishna, Mann, Moffett, Patterson-Randles, Zorn

Associate Professors Ambrose, Anderson, Badia, Daly, Earley, Felsen, G. King, Salas, Sweigart, Whitesell, Wyandotte

Assistant Professors Deterding, Farah, Hall, Harvey, Hesselman, Meixner, Pooser, Ramey, Stem

Senior Lecturer Abernethy, Carlton, O'Neal, Reid, Reynolds, Viner, Zink

Lecturers M. Jackman, J. Ramsey, Russell, Stallard

Writing Center Interim Coordinator L. Meyer Adjunct Associate Professor Totten

Adjunct Assistant Professor Cato

Adjunct Lecturers Acker, Akayezu, Albrecht, Alvey, Amend, Arjona-Sisto, B. C. Bailey, Baker, Baldridge, Barnes, Baugh-Bennett, Bickel, Bohannon, J. Bowman, Bradshaw, C. A. Brown, M. Brown, S. L. Brown, Callander, Cedeno, Cocker-Hunt, Conard, Cowling, Cox, Crutchfield, Cumberledge, Curry, Danner, Darby, DaSilva, S. Dawson, Dehn, Dickinson, Domine, Douglas, Everhart, Farmer, N. Farris, Fasano, Ferebee, Fitzharris, Fortin, Fout, Frank, Freiberger, Fuller, Getty, Golding, Gonzalez, Griffin, Gross, Grossman, Haertel, Hamilton, Harmon, Harwood, Heath-Stieffel, Huninghake, Hunt, Jamner, Johanningsmeier, D. Johnson, K. Johnson, T. Johnson, M. Jones, Kaye, Kennedy, Koetter, Kuhn, Lilly, Longest, Mathis, May, McClure, McMahel, Meyer, Michael, Mills, Knutsen, J. Moore, N. Moore, Neafus, Niren, Olsen, Onwood, Paris, Peacock, Pecchioni, Pilmer, Raleigh, Rebilas, B. Reynolds, Rodgers, J. Ruth, Shields, Shockey, Slaughter, C. Smith, W. Smith, Snyder, Soren, Stanfield, Tate, Uechi, Urekew, Vaughn, Villiger, G. R. Wall, C. White, R. White, S. White, Whitford, Winston, Wynn, Young

Disciplines taught in the School of Arts and Letters at Indiana University Southeast include communication studies (advertising, speech, theatre, and theatre-business), English (literature and writing), fine arts, foreign languages (French, German, Japanese, and Spanish), humanities, music, philosophy, and religious studies.

These academic areas concern the artistic and intellectual aspects of human culture and are often presented with an interdisciplinary bent. Humanities disciplines share with other academic studies in the arts and sciences the goal of helping students acquire the skills of critical thinking, creativity, and communication. These are abilities that foster lifetime growth and learning and prepare students for the flexibility required for productive citizenship.

Communication (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

Within the communication studies major, students may elect one of four separate tracks:

(1) speech
(2) advertising
(3) theatre
(4) theatre-business

Because the four tracks offered in the communication program have similarities as well as some significant differences, student learning outcomes may vary depending upon the track a student selects. The following three student learning outcomes provide broad-based goals for all four tracks in the degree program.

1. Students will communicate effectively in speaking and writing. Those who major in one of the communication tracks will become proficient delivering public presentations, working in group situations, interacting interpersonally, or performing in a dramatic venue. Students will also learn to write effectively for a variety of purposes and audiences.
2. Students will think logically and critically. Communication students should be proficient in the following: developing problem-solving approaches, conducting research, analyzing evidence and sources of evidence, distinguishing between sound and fallacious reasoning,

analyzing and evaluating elements and effects of the mass media, understanding and evaluating literature for performance situations, and analyzing scripts for development of technical elements in theater production.

3. Students will possess an in-depth knowledge of the field of communication. This will include major theoretical foundations in communication, advertising, or theatre. Students will also be able to utilize such information in practical applications of the theories and concepts.

Requirements for the Speech Track

Web site: www.ius.edu/Communication

Because the traditional communication track and the advertising track are in transition, two sets of requirements are shown: one for fall 2009 through summer 2010, and the other beginning in fall 2010.

Requirements of the communication traditional track that apply both to pre- and post-fall 2010 are the following:

1. Students who enter in the fall of 2009 or thereafter who seek a B.A. in the traditional speech communication track will be required to meet the prerequisites and requirements below.
2. All courses and prerequisites fulfilling the requirements for the traditional speech track in communication studies must be completed with a grade of C or higher. None of these courses, with the exception of ENG-W 131, the math prerequisite for SPCH-S 424, Persuasion, and SPCH-S 427, Cross Cultural Communication, may be used to satisfy the arts and sciences distribution requirements.

In order to be admitted to the traditional speech track, a student must meet the following requirements:

1. Completion of 30 credit hours, including the prerequisite courses listed below, with a minimum grade point average (GPA) of 2.3.
2. Prerequisite courses: ENG-W 131 Elementary Composition I, SPCH-S 121 Public Speaking, and SPCH-S 122 Interpersonal Communication.

Traditional Track Requirements: Fall 2009 through Summer 2010

Students who enter before the fall of 2010 who seek a B.A. in the traditional speech track must meet the prerequisites and requirements below. Prerequisites may not be taken concurrently, and instructors will hold to them.

SPCH-S 205 Introduction to Speech Communication
Prerequisites: ENG-W 131, SPCH-S 121, SPCH-S 122, 30 credit hours, and an overall GPA of 2.3

SPCH-S 228 Argumentation and Debate
Prerequisites: SPCH-S 121 and sophomore standing

SPCH-S 229 Discussion and Group Methods
Prerequisites: SPCH-S 121 or SPCH-S 122, and sophomore standing

SPCH-S 322 Advanced Interpersonal Communication
Prerequisites: SPCH-S 122 and junior standing

SPCH-S 324 Persuasion
Prerequisites: SPCH-S 205 and junior standing

SPCH-S 405 Human Communication Theory
Prerequisites: SPCH-S 205 and senior standing

SPCH-S 421 Speech Criticism
Prerequisites: SPCH-S 205 and junior standing

SPCH-S 424 Empirical Research Methods in Speech Communication
Prerequisites: MATH-A 118, MATH-M 118 or higher math; (math course must be completed with a C or higher); SPCH-S 205 and junior standing

SPCH-S 440 Organizational Communication
Prerequisites: SPCH-S 205 and senior standing plus one performance-based course from those in the following item

SPCH-C 205 Oral Interpretation of Literature
Prerequisites: SPCH-S 121 or THTR-T 120 and sophomore standing OR SPCH-S 353 Advanced Public Speaking Prerequisites: SPCH-S 121 and sophomore standing

Students must complete 9 hours of electives above the 100-level approved by the communication studies faculty.

Traditional Track Requirements: Beginning Fall 2010 and After

Students who enter in fall 2010 or after must complete the following courses. Prerequisites may not be taken concurrently.

First-Level Core Requirements

An Introduction to Speech Communication (course number to be determined) 1.5 hrs.
Prerequisites: ENG-W 131, SPCH-S 121, and SPCH-S 122.

An Introduction to Communication Research (course to be determined; formerly SPCH-S 205) (3 cr.)
Prerequisites: ENG-W 131, SPCH-S 121, and SPCH-S 122.

SPCH-S 228 Argumentation and Debate (3 cr.)
Prerequisites: SPCH-S 121 and sophomore standing

SPCH-S 229 Discussion and Group Methods (3 cr.)
Prerequisites: SPCH-S 121 or SPCH-S 122, and sophomore standing

SPCH-S 324 Persuasion (3 cr.)
Prerequisites: Introduction to Speech Communication and Introduction to Communication Research and junior standing

SPCH-S 405 Human Communication Theory (3 cr.)
Prerequisites: Introduction to Speech Communication and Introduction to Communication Research and junior or senior standing

SPCH-S 424 Empirical Research Methods in Speech Communication (3 cr.)
Prerequisites: MATH-A 118, MATH-M 118 or higher math (math course must be completed with a C or higher); Introduction to Speech Communication and Introduction to Communication Research and junior standing

SPCH-S 400 Senior Seminar (1.5 cr.)
Prerequisites: Introduction to Speech Communication, and Introduction to Communication Research, as well as SPCH-S 228, SPCH-S 229, SPCH-S 324, and senior standing

Students must complete 18 hours of electives above the 100-level from Speech Communication and/or Telecommunications courses.

To ensure adequate focus and depth in the study of speech communication for purposes of a career and/or graduate study, students are strongly encouraged to cluster their electives into one of the three specialty groups below, commensurate with their career and professional interests. Students should note that the courses listed under these groupings may change from time to time and see their advisor for an updated list.

Interpersonal	**Organizational**	**Sales/Performance/ Public Relations**
SPCH-S 322	SPCH-S 223	SPCH-C 205
SPCH-C 310	SPCH-C 325	SPCH-S 323
SPCH-S 336	SPCH-S 336	SPCH-S 325
Family	*Leadership*	SPCH-S 353
SPCH-S 380	SPCH-S 336	SPCH-S 421
SPCH-S 427	Crisis Mgt.	COAS-S 399
SPCH-S 450	SPCH-S 440	
SPCH-S 450	COAS-S 399	
COAS-S 399		

Initial guidance on career prospects and an overview of major theories in speech communication will be provided in the introductory courses to assist with elective choices. An internship opportunity (COAS-S 399) can also be pursued with the sponsorship of a faculty advisor and assistance from Career Services. The cumulative knowledge and skills acquired in the study of speech communication will culminate in the senior seminar, SPCH-S 400 through a select project that will assist graduates to be competitive in entering the workforce or pursuing an advanced degree.

Requirements for the Advertising Track that Apply to Pre- and Post-Fall 2010

Students who seek a B.A. in the advertising track are required to meet the following prerequisites and requirements.

All courses and prerequisites fulfilling the requirements for the advertising track in Communication Studies must be completed with a grade of C or higher. Except for ENG-W 131 and MATH-M 118 (or higher) taken prerequisite to SPCH-S 424, none of these courses may be used to satisfy the arts and sciences distribution requirements.

1. In order to be admitted to the advertising track, a student must meet the following requirements:
   a. Completion of 30 credit hours, including the prerequisite courses listed just below, with a minimum grade point average (GPA) of 2.3.
   b. Prerequisite courses: ENG-W 131 Elementary Composition I, MATH-M 118 or MATH-A 118 or higher, SPCH-S 121 Public Speaking, and SPCH-S 122 Interpersonal Communication
2. After completing the admission requirements for this track; each student must complete the courses relevant to their date of matriculation. Instructors will hold to the stated prerequisites for each course. Prerequisites may not be taken concurrently. All courses are 3 credit hours unless otherwise indicated. *To find the semester a course is offered, see your advisor and/or the appropriate schedule of classes.*

Requirements For the Advertising Track Fall 2009 through Summer 2010

First-Level Core Requirements

SPCH-S 205
Prerequisites: ENG-W 131, SPCH-S 121, and SPCH-S 122)

JOUR-J 200 Reporting, Writing, and Editing

JOUR-J 320 Principles of Creative Advertising

BUS-M 300 Introduction to Marketing for Non-Business Majors

JOUR-J 300 Communication Law OR JOUR-J 280 Seminar in Journalism Ethics

FINA-S 250 Logo Design
Prerequisite: P 273 Computer Art and Design

Second-Level Core Requirements

Prerequisite and first-level courses must be completed before enrolling in these courses.

SPCH-S 324 Persuasion
Prerequisites: Introduction to Speech Communication Research (a course number to be determined; formerly SPCH-S 205) and junior standing

SPCH-S 333 Public Relations

SPCH-S 424 Empirical Research Methods in Speech Communication
Prerequisites: MATH-M 118, MATH-A 118 or higher math; (math course must be completed with a C or higher); Introduction to Communication Research (a course number to be determined; formerly SPCH-S 205) and junior standing

TEL-R 440 Advertising Strategies
Prerequisites: Introduction to Communication Research (a course number to be determined; formerly SPCH-S 205), BUS-M 300, and JOUR-J 320 and senior standing

TEL-R 441 Advanced Advertising Strategies
Prerequisites: TEL-R 440

3. Students must complete a minimum of 6 hours of electives taken from the following list.

   SPCH-T 414 Public Communication Campaigns
   Prerequisites: SPCH-S 324 Persuasion

   BUS-M 415 Advertising and Promotional Management

   FINA-P 380 Web Design

   JOUR-J 210 Visual Communication (all three sections of 1 credit hour each)

   SPCH-S 398 Independent Study (1-3 cr.)

Requirements for the Advertising Track Beginning Fall 2010

Introduction to Communication Research (a course number to be determined; formerly SPCH-S 205).
Prerequisites: ENG-W 131, SPCH-S 121, and SPCH-S 122.

Second-Level Core Requirements

Prerequisite and first-level core courses must be completed before enrolling in these courses:

CMCL-C 202 Media in the Global Context

CMCL-C 315 Advertising and the Consumer

Upper-Level Requirements

SPCH-S 324 Persuasion
Prerequisite: SPCH-S 205 and junior standing

SPCH-S 424 Empirical Research Methods in Speech Communication
Prerequisites: MATH-M 118, MATH-A 118 or higher math

TEL-R 440 Advertising Strategies
Prerequisites: BUS-M 300 and JOUR-J 320)

TEL-T 441 Advanced Advertising Strategies
Prerequisite TEL-R 440

Advertising Senior Seminar (a course number to be provided)

Elective Courses

Two courses must be completed from List "A":

SPCH-T 414 Public Communication Campaigns
Prerequisite: S 434

SPCH-S 333 Public Relations

BUS-M 300 Introduction to Marketing for Non-Business Majors

SPCH-S 336 Topics

Two courses must be completed from List "B" not otherwise taken under list "A":

BUS-M 415 Advertising and Promotional Management

SPCH-S 398 Independent Study

JOUR-J 320 Principles of Creative Advertising

SPCH-S 336 Topics

JOUR-J 210 Visual Communication

SPCH-S 421 Rhetorical Criticism

Requirements for the Theatre Track

All required courses in the theatre track must be completed with a minimum grade of C. Students may not use correspondence courses in theatre for academic credit. Students may take one theatre course through Metroversity per year, totaling no more than 4 Metroversity credit hours.

1. THTR-T 120 Acting I

   THTR-T 220 Acting II or THTR-T 320 Acting III

   THTR-T 222 Voice for the Actor

   THTR-T 225 Stagecraft I

2. A minimum of 3 credit hours from theatre design courses chose from:

   a. (THTR-T 230 Stage Costume & Technology I, THTR-T 326 Scene Design, THTR-T 335 Stage Lighting I, THTR-T433 Costume Design)

   b. THTR-T 270 and T 271 Introduction to History of the Theatre I-II

   b. THTR-T 363 Modern Plays for Stage Interpretation

3. A minimum of 3 credit hours from courses in dramatic literature chose from:

   a. (ENG-L 203, L 220, L 308, L 309, L 313, L 314, L328, L 363, L 365, L 366)

4. Nine (9) credit hours must be selected from courses in theatre must be (200-400 Level)
5. Six (6) credits in practical experience to be chosen as a combination of:

   a. (THTR-T 349 Speech and Theatre Practicum, and THTR-T 385 Theatre Laboratory)

6. Three (3) credit hours Senior Capstone Experience

   Capstone Experience and Portfolio Review: Junior-level theatre-track majors within the Department of Communication must schedule a capstone experience to be completed during their senior year of study with a member of the theatre faculty.

   See theatre web site for capstone requirements.

Requirements for the Theatre-Business Track

All required courses in the theatre track must be completed with a minimum grade of C. Students may not use correspondence courses in theatre for academic credit. Students may take one theatre course through Metroversity per year, totaling no more than 4 Metroversity credit hours.

Theatre Courses

THTR-T 120	Acting I
THTR-T 225	Stagecraft I
THTR-T 270 and T 271	Introduction to History of the Theatre I-II
THTR-T 340	Directing I
THTR-T 400	Arts Management

A minimum of 3 credit hours from courses in dramatic literature chose from: (ENG-L 203, L 220, L 308, L 309, L 313, L 314, L328, L 363, L 365, L 366, or THTR-T 363)

Four (4) credits in practical experience to be chosen as a combination of: (THTR-T 349 Speech and Theatre Practicum, and THTR-T 385 Theatre Laboratory)

Three (3) credit hours Senior Capstone Experience

Capstone Experience and Portfolio Review: Junior-level theatre-track majors within the Department of Communication must schedule a capstone experience to be completed during their senior year of study with a member of the theatre faculty.

See theatre web site for capstone requirements.

Business Courses

BUS-A 201	Introduction to Accounting
BUS-L 201	Legal Environment of Business
BUS-M 300	Introduction to Marketing Management
BUS-M 415	Advertising and Promotion Management

Three (3) credit hours Professional Internship

Six (6) credit hours elective from recommended list below:

BUS-A 202	Introduction to Managerial Accounting
BUS-F 260	Personal Finance
COAS-W100	Introduction to Business
FINA-P 273	Computer Art and Design
SPCH-S 223	Business and Professional Speaking
SPCH-S 324	Persuasion
MUS-U 411	Concert Management

Or Advertising courses in communication studies

Students concentrating in theatre business are required to take the following for this degree: MATH-M 119 Brief Survey of Calculus I or MATH-M 122 College Algebra; CSCI-C 106 Introduction to Computers and Their Use; and ENG-W 231 Professional Writing Skills.

The student should also be aware that this degree has B.A. distribution requirements that require PSY-P 101 Introductory Psychology I, SOC-S 163 Social Problems, and ECON-E 100 Introduction to Microeconomics to be taken to fulfill the social and behavioral sciences requirement.

Communication Minors

Students majoring in other disciplines may choose to minor in either communication or theatre.

Communication Minor

All courses in the minor must be completed with a grade of C or higher.

1. SPCH-S 121 Public Speaking
2. SPCH-S 122 Interpersonal Communication
3. SPCH-S 205 Introduction to Speech Communication
4. Two courses within the major at the 200 level or above

Theatre Minor

All courses in the minor must be completed with a grade of C– or higher.

1. T 120 Acting I
2. T 225 Stagecraft I

3. T 270 Introduction to History of the Theatre I or T 271 Introduction to History of the Theatre II
4. Six (6) credit hours to be selected from theatre courses above the 100 level

Theatre (Associate of Arts)

Students must complete the following courses with a minimum grade of C-.

1. THTR-T 270 or T 271: Introduction to History of the Theatre I and II
2. THTR-T 120 Acting I
3. THTR-T 225 Stagecraft
4. Two courses from one of the following groups:

   Group 1:
   THTR-T 326 Scene Design

   THTR-T 335 Stage Lighting

   THTR-T 424 Stagecraft I

   Group 2:
   THTR-T 220 Acting II

   THTR-T 340 Directing

   THTR-T 410 Movement for the Theatre

English (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

The Mission Statement of the IU Southeast English Department states that the department "creates, evaluates, and administers programs in writing and literature that foster students' intellectual growth, collaborative skills, multicultural awareness, effective citizenship, and technological competence. While preserving literary and rhetorical traditions, the department is devoted to an innovative curriculum that encourages lifelong learning, teaching students, whether as readers or writers, to see textual work as an engagement with history, philosophy, and culture and as a means of participating responsibly in a diverse and challenging world."

Thus, for students interested in an English curriculum aligned with the more traditional career paths, particularly those leading to teaching and to graduate school, IU Southeast offers a scholarly environment that allows majors to gain knowledge and appreciation of the literatures of various periods and cultures. But the English faculty also strongly believe that the skills of critical thinking and writing are transferable to a wide variety of entry-level careers. Because of the flexibility and complementary strengths of the English department faculty and the program itself, our students have been able to combine courses in economics, management, human relations, and organizational theory within their English majors, making them even more attractive to businesses and organizations. In recent years, we have seen our majors enter the fields of teaching, publishing, business and industry, advertising, government, law, communications, and public relations.

For example, in a recent survey asking IU Southeast English alumni how their English degrees have helped them in their careers, one former English major, now working in finance, said that having a degree in English "prepared me for a great career in business administration."

For additional information, please see the Web site at www.ius.edu/English/.

Student Learning Goals

English majors:

- Write effectively for specific purposes and audiences;
- Analyze, interpret, and assess the aesthetic, argumentative and/or ethical value of information;
- Effectively read and interpret a variety of texts in different frameworks (for example, historic, critical, theoretical);
- Effectively identify appropriate source materials for specific purposes and audiences;
- Use computer-based and Web-based technologies effectively, appropriately, and ethically for a variety of audiences and purposes;
- Use writing beyond the classroom to address academic, ethical and/or aesthetic issues.

Requirements for a Major in English

1. L 140 Introduction to English Studies (3 cr.)
2. W 290 Writing in the Arts and Sciences (3 cr.)
3. L 202 Literary Interpretation (3 cr.)

   Students should take L 140, W 290, and L 202 as soon as possible after declaring a major. English majors need to take L 140 and L 202 before they can enroll for any 300-level or higher elective courses. With permission from the instructor, students may take an upper-division course concurrently with L 140 and L 202.
4. Two British literature survey courses from L 297, L 298, L 299 (or an approved substitute) (6 cr.)

5. Two American literature survey courses from L 351, L 352, L 354 (or an approved substitute) (6 cr.)[1]
6. Either the literature capstone L 460 Seminar: Literary Form, Mode, and Theme or the writing capstone W 490 Writing Seminar (3 cr.)
7. Concentration-specific electives (see details below) (15 cr.)

Substitutions English majors may substitute any 300- or 400-level literature elective with appropriate historical breadth for L 297, L 298, L 299, L 351, L 352, or L 354; such substitutions cannot also be used as elective credit. See the *Schedule of Classes* for electives that may be substituted for these surveys or speak with your departmental advisor.

Literature Concentration Majors

Requirements

1. 12 of the 15 credit hours of electives in literature must be taken at the 300 level or above.
2. A minimum of 3 credit hours must be chosen from one of the following categories:
   a. International English Literature (e.g., L 383 Studies in British or Commonwealth Culture)
   b. Multicultural Literature (e.g., L 374 Ethnic American Literature, A 380 Contemporary Black American Writing, or L 364 Native American Literature)
   c. Literature in Translation (e.g., L 365 Modern Drama: Continental)
3. A minimum of 3 credit hours (300 level or higher) must be devoted to a course focusing on a single author or with an otherwise very limited focus (e.g., L 313, L 314; or L 369). See Schedule of Classes for approved options or speak to your departmental advisor.
4. L 460 Seminar: Literary Form, Mode, and Theme (3 cr.)

Recommendations The literature program encourages electives in a variety of periods in American and British literature, and especially in Shakespeare and other major figures. It also recommends a course in British or American history before taking the capstone course.

Writing Concentration Majors

Requirements

1. G 205 Introduction to English Language (3 cr.) or G 301 History of the English Language (3 cr.)
2. W 203 Creative Writing (3 cr.)
3. W 350 Advanced Expository Writing (3 cr.) or W 420 Argumentative Writing (3 cr.)
4. Six (6) credit hours of electives from: ENG-G 205, G 301, L 381, L 498, W 207, W 231, W 234, W 270 (unless taking W 420), W 301, W 303, W 310, W 311, W 315, W 350, W 395, W 398, W 401, W 403, W 405, W 410, W 411, W 420 (unless taking W 270), W 497, W 498; JOUR-J 200; THTR-T 453, T 454.
5. W 490 Writing Seminar (3 cr.)

Recommendations The writing program urges writing concentration majors to complete requirements 1,2,3, and 4 before taking W 490.

Requirements for a Minor in English

Eighteen (18) credit hours at the 200 level or above, including:

1. L 202 Literary Interpretation (3 cr.)
2. Nine (9) credit hours in literature survey courses chosen from the following: L 297, L 298, L 299, L 351, L 352, L 354
3. One of the following (3 cr.):
   a. L 313 Early Plays of Shakespeare
   b. L 314 Late Plays of Shakespeare

Requirements for a Minor in Writing

Eighteen (18) credit hours at the 200 level or above, including:

1. G 205 Introduction to the English Language (3 cr.)
2. W 203 Creative Writing (3 cr.)
3. One of the following (3 cr.):
   a. W 231 Professional Writing Skills
   b. W 234 Technical Report Writing
   c. W 290 Writing in the Arts and Sciences
   d. W 315 Writing for the Web
4. W 350 Advanced Expository Writing (3 cr.)
5. One of the following (3 cr.):
   a. W 270 Argumentative Writing
   b. W 420 Argumentative Writing
6. Electives: 3 additional credit hours in a course chosen from the following:
   ENG-W 207, W 231, W 234, W 290, W 301, W 303, W 310, W 311, W 315, W 395, W 398, W 401, W 403, W 405, W 410, W 411, W 490, W 497, W 498; JOUR-J 200; THTR-T 453, T 454

[1] L 351, L 352, and L 354 cannot be used as 300-level electives.

Fine Arts (Bachelor of Arts) with Studio Concentration, Bachelor of Arts in Art History Concentration, and Bachelor of Fine Arts (B.F.A.) with Studio Major

See "General Education Requirements for Undergraduate Degrees at Indiana University Southeast," "General Requirements for the Bachelor of Arts Degree" and "Fine Arts Department 4-Year Degree Plan Requirements."

Artists create much of the world in which we live. They not only decorate and beautify; they inform, enlighten, and entertain. Art challenges us to see things in new and unique ways and to think and feel things we have not imagined. Artists help us define our views of the world, our values, and our social beliefs.

To be successful as an artist is a formidable undertaking. This process demands discipline, hard work, perseverance, and dedication. Both the journey and the destination are richly rewarding. The goal of the Indiana University Southeast Department of Fine Arts is to maximize your potential as an artist or art historian and help you realize your dreams. To that end we will challenge you at every stage to achieve your very best. By becoming a Fine Arts major at Indiana University Southeast, you will join a community dedicated to preparing you to meet the challenges and reap the rewards that accompany success as an artist or art historian. It is our goal to give the best and most thorough art education we can provide and to encourage each student to be the artist or art historian he or she aspires to be.

Fine Arts Department Degrees

The Fine Arts Department offers the following degrees: Bachelor of Arts (B.A.) in Fine Arts with a studio concentration, Bachelor of Arts (B.A.) in Fine Arts with an art history concentration, Bachelor of Fine Arts (B.F.A.) with a studio major, a Minor in Fine Arts, and a Minor in Art History.

FINE ARTS STUDIO CONCENTRATIONS

Bachelor of Arts (B.A.) with Studio Concentration–Students apply for a concentration from the following areas: painting, printmaking, ceramics, drawing, graphic design, and studio arts. The B.A. requires 122 credit hours.

Fine Arts Studio Learning Goals

- Students will be able to conceptualize their ideas visually.
- Students will be able to express their interests and goals as artists.
- Students will be able to analyze and evaluate their own art.
- Students will be able to describe, analyze, interpret and judge the work of other artists.
- Students will have a knowledge of the vocabulary and concepts used in the study and creation of art.

Requirements for all Fine Arts Studio Students– Students must follow a 4-year studio degree plan specified by the Fine Arts Department. Any student who requires exceptions to this plan must see the School of Arts and Letters advisor.

Required Fundamental Studio Courses:

F 100 Fundamental Studio—Drawing
F 101 Fundamental Studio— 3D
F 102 Fundamental Studio— 2D
P 273 Computer Art and Design I

All fundamental studios must be completed before the first semester of the sophomore year. The School of Arts and Letters advisor must approve any exceptions. Once students have completed all four fundamental studio courses, they can receive department permission to take upper-level Fine Arts studio courses. Students must take P273 within two semesters of S250 or will be required to repeat P273.

Required 200 Level Studio Courses: All Fine Arts majors must take all five 200-level studio courses. They include S230 Painting 1, S240 Printmaking 1, S200 Drawing 1, S260 Ceramics 1, and S250 Graphic Design I or S351 Graphic Design II.

Acceptance: A studio concentration can be sought at the time of the sophomore portfolio review (see Sophomore Portfolio Review). Students must submit a request for two different studio concentrations as a first and second choice. If the faculty approves the first choice, the student will be able to take upper-level studio courses in that concentration. If the faculty approves the second choice the student will be able to take upper-level studio courses in that concentration. If the faculty does not agree to either choice, the student will pursue a concentration in Studio Arts with studios to be determined by a Fine Arts advisor.

It is possible to change one's area of concentration after another portfolio review by the faculty.

Upper-Level Requirements for Completion of Degree Bachelor of Arts (B.A.) in Fine Arts with Studio Concentration–Students must take a minimum of four upper-level studio courses in their concentration. It is anticipated that the student will take more than the minimum. All B.A. studio students must take at least one 400-level studio course in their

concentration during the fall semester prior to their senior exhibition the following spring semester.

Final Requirements for Completion of Degree Bachelor of Arts with Studio Concentration– All B.A. in Fine Arts studio students must take A401 Art Theory—Senior during the fall semester before graduation. In addition, at the end of the spring semester before graduation, seniors must participate in a formal exhibition of their work.

Art History Requirements for Bachelor of Arts (B.A.) in Fine Arts with Studio Concentration– All Fine Arts studio students must take A 101 Ancient and Medieval Art; A 102 Renaissance through Modern Art History; A 449 Twentieth-Century Art; and a course above the 200-level that focuses on an art tradition other than that of Europe, Euro-America, or Euro-Australia.

Bachelor of Arts (B.A.) in Fine Arts with Art History Concentration–Students desiring a B.A. in Fine Arts with an art history concentration will request acceptance after the completion of A101 (Ancient and Medieval Art), A102 (Renaissance through Modern Art), and A150 (Africa, New World and Oceanic Art.

Fine Arts Art History Learning Goals

- The acquisition of knowledge pertaining to history, art, and culture
- The ability to recognize various styles and specific artworks
- The ability to explain the contextual perspectives and contributions linked to art, architecture, and ritual of artist and their cultures or times.
- The identification of differences and commonalities between those cultures introduced in class and our own.
- An increased ability to communicate about art, history, and culture.
- A greater understanding of the critical thinking methods used in Art Historical investigation.
- The acquisition of a specialized body of knowledge as the result of preparing for and writing an individualized research paper

Academic Standing in Fine Arts Art History Courses: Students must receive a grade of C or higher in all art history courses. A student can repeat a course no more than two times. If the required course is not passed with a grade of C or higher a student will not be continued in the program.

Upper-Level Requirements for Completion of Degree (Bachelor of Arts (B.A.) in Fine Arts with Art History Concentration–In addition to A101, A102, and A150 the student will choose an additional six courses (18 hours) from the following lists: at least one must be from an European derived tradition and one from an Indigenous tradition.

European Derived Traditions

A315 Ancient Art, (3 cr.)

A322 Romanesque and Gothic Art, (3 cr.)

A403 Baroque and Rococo Art, (3 cr.)

A405 Art of the Northern Renaissance, (3 cr.)

A406 Art of the Italian Renaissance, (3 cr.)

A440 Nineteenth Century Art (3 cr.)

A404 Modern Art: 1863 – 1945 (3 cr.)

A449 Twentieth-Century Art, 1925–Present (3 cr.)

Indigenous Traditions

A362 The Art of Japan (3 cr.)

A402 Arts of Native North America (3 cr.)

A451 Art of the South Pacific (3 cr.)

A452 Art of Pre-Columbian America (3cr)

A458 Topics in the Ethnographic Arts (3cr)

Variable Topics

(May fulfill either category based on the specific subject matter)

A490 Topics in Art History (3cr. repeatable)

A495 Readings and Research in Art History (1 – 4 cr. repeatable for a total of 8)

Final Requirements for Completion of Degree Bachelor of Arts (B.A.) in Fine Arts with Art History Concentration–In the fall of their senior year the student will also take A400 Senior Seminar in Art History, Capstone Course (4 cr.)

FINE ARTS STUDIO MAJORS

Bachelor of Fine Arts (B.F.A.) with Studio Major–Acceptance into the B.F.A. studio major requires a portfolio review of artwork consistent with the intended major. The major areas include painting, printmaking, ceramics, drawing, and graphic design. Since students focus on a particular field, this degree allows for a more in-depth experience in the studio major than does the B.A. The B.F.A. requires 131 credit hours. The B.F.A. is for the student who seeks a professional degree that can lead to continued study on the graduate level or for the student who plans to make a career in Fine Arts.

Course Requirements: See Fine Arts Department for B.F.A. studio major degree check sheets.

Acceptance: After completing all four fundamental studio courses, at least three 200- level studio courses, students can formally seek conditional acceptance into a specific B.F.A. studio major. To apply for admittance, a student must have an overall GPA of 3.0 for studio and art history courses with no grade below a C, and an overall 2.5 GPA. They must write a letter of intent and pass a portfolio review by the full Fine Arts faculty.

B.F.A. Portfolio Resubmission: If a student is not accepted into the B.F.A. studio major they may resubmit their portfolio and show improvement in earlier cited weaknesses. Resubmission can occur only once.

If a student decides to change their B.F.A. studio major they must reapply and comply with all of the requirements stated.

Remaining in the B.F.A.: Acceptance into the B.F.A. studio major is conditional until students successfully complete a review of their progress in the program by the Fine Arts faculty. This review will take place after students complete the two 3 credit B.F.A. studio courses in the major (6 credits). This review will be conducted to determine if continued progress in the B.F.A. is recommended. Students who do not pass the review will be given the option to complete the B.A. in Fine Arts. Students who pass the review can enroll in all other B.F.A. requirements.

A student in the B.F.A. must maintain an overall GPA of 3.0 for studio and art history courses with no grade below a C, and an overall 2.5 GPA or will be removed from their B.F.A. studio major.

Upper-Level Requirements for Completion of Degree Bachelor of Fine Arts (B.F.A.) with Studio Major–

In addition to the required fundamental studios, all 200-level studios, and required 300 and 400-level courses in their studio area, students must take 18 credit hours in their studio major, 6-9 credit hours in other studios, and one additional art history. All B.F.A. students must take at least one 400-level studio course in their major during the fall semester prior to their senior exhibition the following spring semester.

Final Requirements for Completion of Degree Bachelor of Fine Arts (B.F.A.) with Studio Major–

All B.F.A. studio majors must take U 400 (B.F.A. Seminar) in the fall semester before their graduation. In addition, in the spring semester before graduation all B.F.A. studio majors are required to take G 400 B.F.A. Final Review, which includes a written thesis, a defense of that thesis in an oral presentation, and a formal exhibition of their work.

Art History Requirements for Bachelor of Fine Arts (B.F.A.) with Studio Major–

All Fine Arts studio majors must take A 101 Ancient and Medieval Art; A 102 Renaissance through Modern Art History; A 449 Twentieth-Century Art; and a course above the 200-level that focuses on an art tradition other than that of Europe, Euro-America, or Euro-Australia is also requisite. B.F.A. studio majors must also take one additional upper-level art history course of their choosing. Students are encouraged to take more than the minimum required art history.

FINE ARTS MINORS

Minor in Fine Arts

Students majoring in other areas may choose to minor in fine arts. The fine arts minor requires the fundamentals sequence:

F 100 Fundamental Studio–Drawing

F 101 Fundamental Studio–3D

F 102 Fundamental Studio–2D

P 273 Computer Art and Design I

A 101 Ancient and Medieval Art

A 102 Renaissance through Modern Art

Also required are the five 200-level Fine Arts studio courses:

S 230 Painting

S 200 Drawing

S 240 Printmaking

S 260 Ceramics

S 250 Graphic Design

Fine Arts minors must meet with the School of Arts and Letters advisor for program planning.

Minor in Art History

The minor in Art History is open to all students who have an interest in the history of art regardless of their major. At least 18 credit hours are required, including A 101 Ancient and Medieval Art, A 102 Renaissance Through Modern Art, A 458 Topics in the Ethnographic Arts, plus a minimum of three other courses above the 200 level. At least one of these additional courses must cover a European, Euro-American, or Euro-Australian topic. At least one must concentrate on the arts of an indigenous people (e.g., Native American, African, South Pacific, or Asian). Art History minors must meet with a Fine Arts departmental advisor for program planning.

Fine Arts Departmental Studio Policies

Students are responsible for degree requirements and the Fine Arts Department polices which include:

Sophomore Portfolio Review: All Fine Arts studio students must have a sophomore portfolio review after completing all four fundamental studio courses, and in the process of completing at least three 200-level studio courses. The sophomore portfolio review is when students will be evaluated for acceptance into a studio concentration. The portfolio review will also be used to identify weaknesses in a student's progress. During the sophomore portfolio review, students are formally evaluated on their artwork and professional disposition, and a decision is made regarding each student's status for continuation in the program. A student's status in the program may be reevaluated at points other than the sophomore portfolio review if significant difficulties are noted in either artwork or professional disposition as defined by the program.

Professional Disposition: At the time of the Sophomore Review the entire faculty determines if a student has the creative skills, conceptual knowledge, and commitment suited for a career in a studio area.

Any student placed on probation resulting from an unsatisfactory sophomore portfolio review must satisfy a recommended sequence of courses with a 2.0 or better, and resubmit a new portfolio for review.

Three Semester Limit: Because the development of artistic skills are accumulative any student pursuing a B.A. or B.F.A. degree who has not taken studio courses for three sequential semesters must submit a written request to re-enter the program to the department coordinator. They will have to validate knowledge and competencies through testing, portfolio review, or repeating courses, to be eligible for continuation in the program. Re-entry of students who have interrupted their study for any reason is not guaranteed.

Students must be enrolled in their concentration or major studio area the fall semester prior to graduation in the spring.

Art Transfer Credit Review: Transfer students with art credit from other institutions must have a transfer portfolio review in order to determine which courses from other institutions will be accepted as satisfying the Indiana University Southeast Fine Arts studio requirements. All transfer students must also have a sophomore portfolio review after the completion of at least three of the IU Southeast Fine Arts 200 level studios.

Academic Standing in Fine Arts Studio Courses: Students must receive a grade of C or higher in all studio and art history courses. A student can repeat a course no more than two times. If the required course is not passed with a grade of C or higher a student will not be continued in the program.

Modern Languages: French, German, and Spanish

Students in every field benefit from proficiency in a modern language, because it develops critical-thinking skills and understanding of their own first language. Another language broadens appreciation for one's culture and that of others. It prepares one for active citizenship in an increasingly multicultural and multilingual world.

In a highly competitive world, with an ever more intricate global economy, proficiency in at least one additional language represents an invaluable asset. It opens wide opportunities for careers in business, law, government, communication, medicine, and many other fields.

We recommend a major in a modern language or a double major including a modern language, to all students pursuing a bachelor's degree on this campus. In addition, all language majors at IU Southeast are encouraged to minor in one of the other modern languages offered.

Mission

The Department of Modern Languages at IU Southeast believes that the study of a language should enable the student to participate in written and oral communication in the foreign language. Through language study, students gain knowledge and understanding of the cultures of the world, connect with other disciplines and acquire information that may be unavailable to the monolingual English speaker, develop insight into the nature of language and culture, become more aware of the inner workings and richness of their first language, and participate in communities at home and abroad.

The Spanish, French, and German undergraduate programs are designed for those who desire a greater understanding of the world through the study of language, contemporary culture, history, literature, music, and film. Specifically, Spanish, French, and German majors receive excellent professional preparation for a career as language teachers (note that there are additional requirements for teacher certification) and for entry into an advanced degree program. To expand employment options, students are encouraged to combine a language degree with a major in one or more additional fields.

Student Learning Goals

- Students will demonstrate ability to communicate orally in the target language.
- Students will demonstrate ability to understand spoken Spanish, French, or German.

- Students will demonstrate ability to write accurately, convincingly, and in a logical, organized fashion in the target language.
- Students will demonstrate an ability to read, understand, and analyze texts written in the target language.
- Students will demonstrate knowledge of literature, history, and contemporary culture of the Spanish-, German-, or French-speaking worlds.

Requirements Students must complete a minimum of 30 credit hours above the 100-level, some of which may be taken overseas (see the "Overseas Study" section of this *Bulletin*) or at the University of Louisville.

French (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

Requirements

1. F 200, F 250
2. 300-level Eighteen (18) credit hours from the following:
   F 300, F 305, F 306, F 313, F 314, F 315, F 316, F 363, F 375
3. 400 level
   Six (6) credit hours from the following:
   F 453, F 454, F 461, F 474, F 475
   Any appropriate University of Louisville 500-level courses.

Minor in French

Requirements 15 credit hours, including:

F 200 Second-Year French I (3 cr.)

F 250 Second-Year French II (3 cr.)

Nine (9) credit hours in French beyond F 250

German (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

Requirements Students must complete the following:

1. G 200,G 250
2. One 300-level course each in language (G 311 or G 330), literature (G 305 or G 306), and culture studies (G 363 or G 464)
3. Four 400-level courses in language, literature, or culture

Minor in German

Requirements Students must complete three courses on the 300-level.

Spanish (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

Requirements

1. S 200 and S 250(6cr.)
2. S 312 and *S 317 (6 cr.)
3. S 411 OR S 412(3cr.)
4. **12 credit hours from the following (see checklist): ***S 275, ***S 291, S 301, S 302, S 303, S 311, ****S 364
5. At least 3 credit hours from the following:
   S 407, S 408, S 419,S 420, S 450, S 470, S 471, S 472, S 474, S 494 (S 494 is by arrangement)

Minor in Spanish

Requirements 15 credit hours, including:

S 200 Second-Year Spanish I (3 cr.)

S 250 Second-Year Spanish II (3 cr.)

Nine (9) credit hours of Spanish beyond S 250 (Choose 3 courses from the following: S 275, S 291,S 312, S 317, or another 300- or 400-level course.)

Native speakers are not allowed to take S 275, S 291, or S 317.

Music (Bachelor of Arts)

Department of Music
Ogle Center 051
Phone: (812) 941-2655
Fax: (812) 941-2660
Web site: www.ius.edu/music

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

Music is a language of human expression that communicates the spirit and creative impulse of the society that gives rise to it. The music we create helps us to know ourselves and understand the peoples of other cultures. It is an academic study that develops

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* Native speakers are not allowed to take S 317. S 317 may be repeated once for credit in a study abroad program.

** Students may substitute 400-level courses for 300-level courses if they so choose.

*** Native speakers are not allowed to take S 275 or S 291. Also, students who have previously completed a 300- or 400-level Spanish course are not allowed to take S 275 or S 291.

**** S 363 may be repeated once for credit.

creativity and discipline and has long been considered an intrinsic part of a liberal education.

Students who wish to make music their major focus of study have the opportunity to do so at IU Southeast by enrolling in the B.A. in music degree program. Admission is by audition only, to ensure that students are properly placed in courses and have the background and ability to succeed in the program.

Auditions should ideally be taken prior to your first semester at IU Southeast, but should definitely be taken as soon as you know that you want to be a major.

Information is available through the department office at (812) 941-2655. Students may enroll as a minor or take music courses at the 100 and 200 levels as electives without an audition. All students, regardless of major, have the opportunity to participate in a number of choral and instrumental ensembles with or without credit. All students are encouraged to take private lessons so that they may broaden their college education by developing their innate musical abilities.

Student Learning Goals All music major curricula are designed to foster student learning in; the technical proficiency in the student's major concentration; the ability to interpret, perform and/or recognize a breadth of musical styles and genres; the ability to learn independently; knowledge of and the ability to use the grammar of the musical language; familiarity with masterpieces and composers/artists of the Western classical music lexicon; understanding the historical, sociological, and political contexts which gave rise to music; knowledge and experience with basic research techniques in music; exposure to non-Western music; and a basic proficiency in current music technology.

Concentrations Students working toward the B.A. in music select a concentrated area of study within the degree in Performance, Composition or Music Industry. Music majors must earn a minimum grade of C– in all required music courses.

Ensemble participation: All music majors are required to participate in a major ensemble for a minimum of 7 semesters. Once students have completed the number of ensemble credits required for their major concentration, they can register for the 0 credit section of an ensemble.

Performance Class (X 095): All music majors must pass 7 semesters of Performance Class. This is a 0 credit course, graded Pass/Fail, which includes requirements for master class attendance and concert attendance.

Sophomore Gateway Exams: All music majors take a gateway exam at the 4th semester to determine progress and admission to the upper-level music classes.

Senior Recitals, Senior Capstone Projects, and/or Internships: are required for majors depending on their area of concentration.

Vocal or Instrumental Performance

Requirements

A 301 Electronic Studio Resources I 2
M 201-M 202 Literature of Music I and II.....6
M 403-M 404 History of Music I and II.....6
T 113-T 114 Music Theory I and II 6
T 115-T 116 Ear Training I and II.....2
T 215-T 216 Ear Training III and IV 2
T 417-T 418 Music Theory III and IV.....6
Applied Vocal/Instrumental Study.....12
Applied Piano Study
(P 100 for vocal or instrumental majors) or
X 002 Piano Accompanying for piano majors) 2
Ensemble Participation.....4
Ensemble: 3 semesters at 0 credit
X095 Performance Class–7 semesters
Senior Recital 1
Total Credits 49

Recommended Electives

G 370 Techniques for Conducting (2 cr.)
X 002 Piano Accompanying (2 cr.) Vocal or Piano Pedagogy (2 cr.)

Several semesters of applied piano study are strongly recommended for all performance majors.

Vocal majors are urged to take U230 Foreign Language for Singers.

Music Composition

All Music Composition students spend the first two years working on the core requirements for the degree concentration. During the Sophomore Assessment Gateway (see the Music Student Requirements online), students must declare a Concert Stage or Film and Media emphasis for their remaining two years. The Concert Stage track emphasizes critical skills in writing art music for traditional ensembles performed on the concert stage, whereas the Film and Media track concentrates the student's skills in areas such as scoring for movies and other non-traditional multimedia.

Music Composition – Concert Stage

Requirements

A 301 Electronic Studio Resources I 2
M 201-M 202 Literature of Music I and II..... 6
M 403-M 404 History of Music I and II..... 6
T 113-T 114 Music Theory I and II 6

T 115-T 116 Ear Training I and II 2
T 215-T 216 Ear Training III and IV 2
T 417-T 418 Music Theory III and IV 6
Applied Composition Study 12
K 312 Arranging for Instrumental and Vocal Groups 3
Ensemble Participation 4
K 402 Senior Recital 1
Total Credits 50

Music Composition - Film & Media Track

Requirements

A 101 Intro to Audio Technology 2
A 301 Electronic Studio Resources I 2
A 321 Sound for Picture Production 3
K 300 Applied Composition 4
K 312 Arranging and Orchestration 3
K 406 Final Project in Electronic Music 1
M 201-202 Literature of Music I and II 6
M 403-404 History of Music I and II 6
T 115-116 Ear Training I and II 2
T 113-114 Music Theory I and II 6
T 215-216 Ear Training III and IV 2
T 417-418 Music Theory III and IV 6
Ensemble Participation 4
Total Credits 51

Recommended Electives

G 370 Techniques for Conducting (2 cr.) Applied Instrument/Voice Study

Music Industry

All Music Industry students spend the first two years working on the core requirements for the degree concentration. During the Sophomore Assessment Gateway (see the Music Student Requirements online), students must declare a Sound Engineering or Music Business emphasis for their remaining two years. The Sound Engineering track emphasizes critical skills in recording, mixing, and editing specific sound projects, whereas the Music Business track concentrates the student's skills in areas such as music law, marketing, arts administration, and business management in the entertainment industry.

Sound Engineering Track

Requirements

A 101 Intro to Audio Technology 2
A 301 Electronic Studio Resources I 2
A 370-470 Studio Techniques I and II 4
A 423 Project in Music Technology 1
A 321 Sound for Picture Production 3
Z340 Introduction to the Music Business 3
U 440 Internship in Audio Production 3
M 201-202 Literature of Music I and II 6
M 403-404 History of Music I and II 6
T 113-114 Music Theory I and II 6
T 115-116 Ear Training I and II 2
T 215-216 Ear Training III and IV 2
T 417-418 Music Theory III and IV 6
Ensemble Participation 4
Total Credits **51

Music Business Track

Requirements

A 301 Electronic Studio Resources I 2
T 113-T 114 Music Theory I and II 6
T 115-T 116 Ear Training I and II 2
M 201-M 202 Literature of Music I and II 6
M 403-M 404 History of Music I and II 6
Applied Vocal/Instrumental Study 4
Ensemble Participation 4
BUS-L 201 Legal Environment of Business 3
MUS-Z 340 Introduction to the Business of Music 3
MUS-U 413 Legal Aspects of the Music Industry 3
BUS-M 300 Introduction to Marketing Management 3
MUS-U 411 Performing Arts Center Management 3
MUS-U 440 Field Experience: Practicum 4
Total Credits 49

Students concentrating in music business should be aware that the concentration requires specific general-education courses. The following are required for this degree: MATH-M 119 Brief Survey of Calculus I or MATH-M 122 College Algebra, CSCI-C 106 Introduction to Computers and Their Use, and ENGW 231 Professional Writing Skills.

The student should also be aware that this degree has B.A. distribution requirements that require PSY-P 101 Introductory Psychology I, SOC-S 163 Social Problems, and ECON-E 100 Current Economic Topics to be taken to fulfill either general education or B.A. distribution requirement.

Minor in Music

A minimum of 20 credit hours in music is required to earn a minor in music. The required courses for a minor are as follows:

T 113-T 114 Music Theory I and II 6
T 115-T 116 Ear Training I and II 2
M 201-M 202 Literature of Music I and II 6

Applied Vocal/Instrumental Study	4
Ensemble Participation	2
Total Credits	20

Note: Some students may need to enroll in Music Fundamentals (E 241 or T 109) to prepare for the work in T 113 Music Theory. Please contact the department for advising.

Philosophy (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree."

When Socrates exclaimed to his incredulous accusers, "I know you won't believe me, but I truly believe the highest human excellence is to question oneself and others," he captured the spirit of all philosophical effort. Although philosophy has undergone profound changes since his time, it still seeks to come to terms with the questions and issues provoked by every phase of life, and it produces arguments and accounts bearing on every subject worthy of disciplined reflection. Majoring in philosophy offers a student the opportunity to gain skills in critical thinking, writing, and reading not afforded by many other disciplines. These are vital skills if one is to succeed in a rapidly changing work world. For those students who intend to pursue an advanced professional degree (for example, in medicine or law), the philosophy major provides the analytic training and intellectual studies that make for a well-rounded, qualified, and attractive candidate. Further, the B.A. with a major in philosophy (or a double major including philosophy) is an excellent degree for those who intend to study for an advanced degree, even if the advanced degree will not be in philosophy. Finally, those whose main goal in pursuing an undergraduate degree is to gain a deeper understanding of the world in which we live would do well to consider a major in philosophy. For more information, see our Web site at ius.edu/philosophy/.

Student Learning Goals

- Students will be able to interpret philosophical texts.
- Students will be able to present the strongest case for any position on a given issue.
- Students will be able to evaluate ethical positions with recourse to at least one theoretical approach.
- Students will be able to evaluate arguments by means of one or more logical systems.

Requirements The philosophy major has two tracks, the traditional track and the religious studies track.

Traditional Track

The traditional track of the philosophy major requires a minimum of 37 credit hours in philosophy. Three courses at the 100-level may be included in the 36 credit hours.

The following requirements must be satisfied:

Introductory Studies

Students must take either P 100 Introduction to Philosophy or P 170 Introduction to Asian Philosophy.

Logic Requirement
Students must take P 250 Symbolic Logic.

Introductory Ethics Requirement
Students must take P 140 Introduction to Ethics.

Upper-Level Course Requirements
Philosophy majors must complete the IU Southeast research writing requirement before taking a third upper-level course in philosophy.

History of Philosophy Requirement
At least two courses chosen from P 302 Medieval Philosophy, P 304 Nineteenth-Century Philosophy, P 314 Modern Philosophy, and P 410 Ancient Greek Philosophy.

Non-Western Requirement
Students must take either P 170 Introduction to Asian Philosophy, P 334 Buddhist Philosophy, or P 374 Early Chinese Philosophy.

Twentieth-Century Philosophy Requirement
At least one course chosen from P 316 Twentieth Century Philosophy, P 319 American Pragmatism, P 335 Phenomenology and Existentialism, and P 336 Analytic Philosophy.

Social and Political Philosophy and Ethics Requirement
One course in social and political philosophy or ethics at the 200 level or above (e.g., P 340 Classics in Ethics, P 342 Problems in Ethics, P 343 Classics in Social and Political Philosophy, or P 345 Problems in Social and Political Philosophy).

Metaphysics Requirement
Students must take P 310 Topics in Metaphysics.

Epistemology Requirement
Students must take P 313 Theories of Knowledge.

Philosophy Seminar Requirement
At least one philosophy seminar (P 333). (The philosophy seminar is offered every spring semester and may be repeated for credit.)

Senior Proseminar Requirement
At least one credit (up to four) in P 495 Senior Proseminar in Philosophy during senior year.

Religious Studies Track

The religious studies track of the philosophy major requires a minimum of 39 credit hours in philosophy and religious studies.

The following requirements must be satisfied:

Lower-level philosophy requirements:
P 100 Introduction to Philosophy
P 140 Introduction to Ethics
P 150 Elementary Logic or P 250 Symbolic Logic

Lower-level religious studies requirements:
R 152 Religion of the West
R 153 Religion of the East

Upper-level philosophy requirements:
P 371 Philosophy of Religion
P 333 Philosophy Seminar

Two courses in the History of Philosophy selected from P 302 Medieval Philosophy, P 304 Nineteenth-Century Philosophy, P 314 Modern Philosophy, and P 410 Ancient Greek Philosophy.

Upper-level Religious Studies Requirements:
Two courses in world religions selected from R 210 Religion of Ancient Israel, R 220 The Christian Church in New Testament Times, R 245 Introduction to Judaism, R 257 Introduction to Islam, R 354 Buddhism, and R 358 Hinduism.

One course in religious history selected from R 327 The Origins of Christianity, R 331 Christian Thought: From the Reformation to the Present, R 335 Religion in Early America, R 336 Religion in Modern America, and R 345 Religious Issues in Contemporary Judaism.

One course in religion and culture selected from R 362 Religion in Literature, R 364 Feminist Critique of Western Religion, and R 371 Religion, Ethics, and the Environment.

Minor in Philosophy

By completing 15 credit hours in philosophy, including 3 credit hours in logic and 9 credit hours at the 200 level or above, students can receive a minor in philosophy. Minoring in philosophy offers students working toward another major the opportunity to expand their studies and inform their work in other disciplines. It gives students a chance to address some of the ethical questions that will undoubtedly arise within the context of their chosen field, as well as to gain a stronger grasp of the philosophical and historical elements that contribute to the foundations of their discipline. In addition, minoring in philosophy helps the student to sharpen his or her analytic skills and to achieve a greater cultural awareness.

Minor in Religious Studies

Students can minor in religious studies by completing 15 credit hours of religious studies courses with 9 credit hours at the 200 level or above. P 371 Philosophy of Religion (3 cr.) may be counted in the 15 credit hours.

Individualized Major Program (Bachelor of Arts)

The Individualized Major Program (IMP) enables students to pursue a Bachelor of Arts (B.A.) degree through a course of study that meets IU Southeast's Arts and Sciences requirements, conforms to general university standards of breadth and rigor, and is tailored to individual interests and goals. IMP students, working closely with their faculty sponsors, pursue interests that often, but not always, cut across the usual departmental and disciplinary boundaries.

The possible majors that students might pursue under the auspices of the IMP are limited only by the courses available at IU Southeast and the creativity of students and their faculty advisors. Some possible examples of majors include musical theater, arts management, international studies, environmental studies, screenwriting, Latin American culture, multimedia studies, and animal psychology.

Students may not use the IMP program as a device for avoiding requirements of existing majors and concentrations, or when an existing major or concentration substantially meets the intended academic goals of the student.

Basics of the IMP admission and advising process include identification of an IMP advisor, an admissions interview with the Arts and Sciences Coordinating Committee, curriculum planning with semester-by-semester review, a degree culmination project, a senior review dossier, and a senior review interview with the Arts and Sciences Coordinating Committee.

Students generally apply for admission to the program as sophomores or juniors. Students should have taken at least 15 credit hours before proposing an IMP, and students should have taken fewer than half of the major courses of the proposed IMP before proposing it. A copy of the IMP Admission and Advising/ Counseling Procedures can be obtained at the offices of the School of Arts and Letters, Knobview 110, (812) 941-2343.

Noncredit Programs: The Arts Institute

The Indiana University Arts Institute offers quality noncredit instruction in the areas of music, art and theatre to learners of all ages. Faculty members are respected artists and educators in the region, and a majority of them teach in the college curriculum. The mission of the Arts Institute is to extend the outreach of our academic programs at IU Southeast by bringing the best in available and reasonably priced arts

education to the community.

Private lessons are offered in a broad range of musical instruments, as well as instruction in voice for the actor. Classes are offered in preschool music, the Suzuki music method in piano and strings, music appreciation, music technology, art, and theater improvisation. Private lessons are scheduled on a 14-week semester basis, while classes range from four to eight weeks in length.

The Arts Institute also sponsors special summer programs that have included professional development seminars for studio teachers, a high school string clinic, and an interdisciplinary arts camp for ages 10–14. A summer brass clinic and additional offerings in arts and theatre are among the new programs under way.

For more information, contact the IU Southeast Arts Institute at (812) 941-2436, or consult the Web site at www.ius.edu/artsinstitute. The Arts Institute office is in Ogle 051.

School of Business

Hillside Hall 214
Phone: (812) 941-2362
Fax: (812) 941-2672
Web Site: www.ius.edu/Business

Professors: Alse, Barney, Ernstberger, R. French, Keefe, E. Little, V. Meredith, Pittman, Rakich, Schansberg, Tipgos, Wadsworth, Wong

Associate Professors: Ash, Bjornson, Christiansen, Cox, Dufrene, Faulk, He, J. White

Assistant Professors: Eplion, K. Harris, M. Harris, R. Harris, A. Lambert, Srinivasan

Senior Lecturer: Bingham, Taurman

Lecturers: Dunlop, Krieger, T. Lambert, Milliner, Rausch, Voelker

Sanders Chair in Business: Dufrene

Adjunct Lecturers Adams, Bauder, Becka, Book, Breidenbach, Brightwell, Heinz, Hutton, Kulka, Lloyd, Lurding, McCart, McDowell, Miles, Phillips, S. Pittman, Ragland, Rausch, Riordan, D. Smith, M. Smith, Suer, Swartz, Troncin,, Trent, Ulrich, Voelker, Wyatt

Mission Statement

"Quality education for a lifetime of achievement."

The mission of the School of Business is to provide both traditional and nontraditional students with a "quality education for a lifetime of achievement" through a challenging, innovative, and supportive learning environment that enables students to achieve their potential.

The School of Business serves the community through student, alumni, and faculty involvement. The school's undergraduate population is predominantly drawn from the nine-county service region in southern Indiana, with additional students originating from greater Louisville in Kentucky. A large number of the undergraduate population are first-generation college students, and approximately 85 percent of graduates continue their professional careers in southern Indiana and the greater Louisville area. The school's Master of Business Administration (M.B.A.) population consists of working professionals and is approximately evenly distributed between southern Indiana and Louisville. The Master of Science in Strategic Finance (M.S.F.) is an interdisciplinary program catering primarily to finance and accounting professionals in southern Indiana and Louisville.

To accomplish our mission, the School of Business provides excellent professional business and economics education in fully accredited undergraduate and graduate business degree programs with a balanced emphasis on each program. Elements related to our mission are teaching, to enhance student learning and instructional effectiveness continuously so that students can succeed in their professional careers; scholarship, to enhance faculty intellectual capital and the advancement of knowledge; and service, to enrich the university and community through faculty service and professional activities.

1. Teaching: Enhancing Student Learning and Faculty Instructional Effectiveness

   Enhancing student learning to prepare them for a lifetime of achievement includes increasing their knowledge of subjects common to business curricula and their awareness of ethical, societal, and global dimensions of business. It also includes the development of skills in such areas as technology, group activities and interaction, critical thinking, problem solving, and oral and written communications. Such student knowledge, awareness, and skills will prepare them to make better decisions throughout their life and careers.

   Enhancing instructional effectiveness includes providing a supportive and innovative learning environment in which the faculty uses a variety of pedagogical approaches appropriate to the subject matter to facilitate student learning. Attributes of a supportive learning environment include academic advising, career counseling, faculty-student interaction, and both traditional and innovative methods of delivery.

2. Scholarship: Continuously Enhance Faculty Intellectual Capital and Advancement of Knowledge

   Enhancing faculty intellectual capital is integral to student learning and instructional effectiveness. The IU Southeast School of Business is primarily focused on teaching. Consistent with our mission statement, the School places equal value on learning and pedagogical research, discipline-based scholarship, and contributions to practice. This scholarship augments faculty intellectual capital, improves instructional pedagogy, and advances knowledge by contributing to academic and professional literature.

3. Service: Enriching the University and Community through Faculty Service and Professional Activities

   Faculty service has multiple components including service to the university, community, and profession. University service is necessary to successful academic programs. Service to the community at large and its organizations enables them to better respond to changing needs and economic conditions. The practice of academic and professional competencies directly facilitates faculty intellectual development and ultimately contributes to instructional excellence and student learning.

Vision Statement

"To Be a Premier Regional School of Business"

Our vision is to be a premier regional school of business, serving our region comprising southern Indiana and the greater Louisville metropolitan area.

Academic Programs

Master of Business Administration degree (M.B.A.)

Master of Science in Strategic Finance (M.S.S.F.)

Bachelor of Science in Business (B.S.) with concentrations in accounting, business economics and public policy, finance, general business, management, human resources management, information and operations management, international business, and marketing.

Bachelor of Arts in Economics (B.A.)

Associate of Science in Business (A.S.) with emphasis in business administration or accounting

Associate of Arts in Economics (A.A.)

Minor in Business (for non-business majors)

Minor in Economics

Postbaccalaureate Certificates are offered in accounting (CPA Preparation or Corporate Accounting Preparation), economics, finance, general business,

management, human resources management, information and operations management, international business, and marketing. Contact the School of Business office for information.

Scholarships and Awards

Each year the School of Business awards a number of scholarships and awards to students. Contact the School of Business office for more information.

Student Organizations and Activities

Students are encouraged to supplement their course work with preprofessional activities such as internships offered through the IU Southeast Office of Career Services and membership in professionally oriented clubs such as the Accounting Club, the Society for Human Resources Management, and other professional organizations.

The IU Southeast School of Business is one of only 430 business schools with a chapter of Beta Gamma Sigma, the international honor society for business majors. Membership in this prestigious honor society is by nomination of the faculty.

Policies

Candidates for the Bachelor of Science in Business degree and the Associate of Science in Business degree should review "General Requirements for All Undergraduate Degrees at IU Southeast," found in the "Academic Programs" section of this Bulletin. While each student is responsible for his or her own progress toward a degree, the faculty and academic advisor for the School of Business are available for advice concerning courses, requirements, and the curriculum best suited to the student's goals. To ensure the quality of the student's educational experience, the following policies are in place for all degrees:

1. The student must successfully complete a minimum of 124 credit hours for the B.S. degree and 63 credit hours for the A.S. degree with a minimum overall grade point average (GPA) of at least 2.0 (not including developmental courses such as English W 100, Education X 150, and Mathematics M 007).
2. Students must apply for admission to the School of Business. Admission requirements: minimum overall GPA of 2.0; minimum GPA of 2.3 in the following set of courses: ENG-W 131 (minimum grade C), CSCI-C 106 or equivalent (minimum grade C), BUS-A 201 (minimum grade C-) and ECON-E 100 (minimum grade C-). ***Note:*** Students should apply for admission to the School of Business as soon as requirements are met. Academic Success Center students will not be allowed to register for core 300-level business courses.
3. For the bachelor's degree, 48 of the 124 credit hours must be at the 300 to 400 level (including business core, concentration, general-education, and elective courses).
4. An overall GPA of 2.0 is required in business and economics courses.
5. The last 30 credit hours toward a bachelor's degree must be taken at IU Southeast; the last 15 credit hours for an associate degree must be taken at IU Southeast.
6. In general, for a course to count toward a business degree, a minimum grade of C– is required unless otherwise noted. Consistent with the grade requirement for the major, a C- is required for all courses counting toward a minor in business or economics.
7. Students who drop out of the university for longer than one year will automatically move to the most recent course requirements on resuming their studies.
8. Students returning to the school after a ten-year absence must take BUS-K 201 and BUS-K 321 OR transfer in equivalent courses AND must take the core courses for their concentration field.
9. At least half of all required business and economics courses must be taken at IU Southeast. At least half of all courses required to complete a concentration (9 of the required 18 semester hours and 12 of the required 24 semester hours) must be taken at IU Southeast. This rule applies to all students, including those earning a second degree or a business minor.
10. Students must apply for their degree in the School of Business Office (Hillside Hall 214) six months before graduation.
11. Credit may be earned by examination under certain conditions. Contact a School of Business Academic Advisor for information. CLEP examinations are not accepted for business or economics courses. The acceptance of CLEP examination for General Education courses toward a degree in the School of Business is determined by the acceptance policy of the school or department controlling the individual courses.
12. Academic Advising: Prebusiness students are advised in the Academic Success Center and are encouraged to take courses in both the general-education area and the appropriate business core courses. Once admitted to the School of Business, students are sent a welcome letter from the Dean and are encouraged to meet regularly with an academic advisor or faculty member to discuss career and academic issues.

13. Students completing internships for credit earn Pass or Fail grades only.
14. Students must complete BUS-X 220 within the first 60 hours of course work and MATH-M 119 and ECON-E 281 within the first 80 hours of course work. If these courses are not completed as required, the student will not be allowed to register for additional classes until they are completed.

Business (Bachelor of Science in Business)

See also "General Requirements for All Undergraduate Degrees at IU Southeast."

Student Learning Goals for the B.S. in Business

1. Students are able to use common application software to communicate, solve business problems, and aid in decision making.
2. Students are able to evaluate the quality of arguments and evidence and the accuracy of claims.
3. Students are able to define a problem or identify issues, assess the relevant information, and reach appropriate conclusions.
4. Students are able to make an informed career choice, understand the job search process, and develop the professional skills necessary for career advancement.
5. Students demonstrate knowledge of and competency in small-group, team-based management activities.
6. Students communicate using oral and written presentations.
7. Students demonstrate an awareness and appreciation of ethical, cultural, legal, and global issues affecting society in general and business in particular.
8. Students demonstrate knowledge of the functional areas of business, including accounting, economics, management, finance, marketing, and production management.

The B.S. in Business Degree Components

The B.S. in Business degree includes: Business and Economics Core, General-Education Component, and Concentration courses.

The B.S. in Business Core

To avoid scheduling problems, students should always consult an Academic Advisor before registering to be sure they have met prerequisite course requirements.

BUS-A 201 Introduction to Financial Accounting
BUS-A 202 Introduction to Managerial Accounting
BUS-F 301 Financial Management
BUS-J 401 Administrative Policy
BUS-K 201 The Computer in Business
BUS-K 321 Management Information Systems
BUS-L 201 Legal Environment of Business
BUS-M 301 Introduction to Marketing Management
BUS-P 301 Operations Management
BUS-X 220 Career Perspectives
BUS-X 410 Business Career Planning and Placement
BUS-Z 302 Managing and Behavior in Organizations
ECON-E 100 Current Economic Topics
ECON-E 200 Fundamentals of Economics
ECON-E 280 Applied Statistics for Business and Economics I
ECON-E 281 Applied Statistics for Business and Economics II

Typically, all business core courses are offered each semester during the academic year and during at least one of the two summer sessions. The business school makes every attempt to offer both day and night sections of required core courses during the regular academic year.

The General-Education Component

The general-education component is intended to foster a well-rounded education.

These courses constitute many of the first 30 credit hours and make up a significant portion of the rest of the student's education.

Concentrations

In addition to the business core and general-education component, students must select and complete a concentration. To complete a double concentration, students must complete all required courses for both concentrations, and at least 12 credit hours must be distinct to each.

Accounting Concentration (24 credit hours)

Financial information provided by accounting professionals is instrumental to conducting a successful business. An accounting career consists of collaborating with other business professionals to make successful business decisions. Public accounting firms, large and small business enterprises, and government and other not-for-profit organizations provide abundant and lucrative employment

opportunities. Accountants develop expertise in such areas as financial accounting, managerial accounting, tax accounting, auditing, and accounting systems design. Licensure as a Certified Public Accountant requires 150 credit hours of college education in Indiana and Kentucky. Students frequently obtain graduate degrees in business while fulfilling this requirement. Students may fulfill this requirement by pursuing a master's degree or by completing an additional 26 undergraduate credit hours after the bachelor's degree. Indiana University Southeast offers a 36 credit hour Master of Science in Strategic Finance. An optional graduate program is available within the 36 credit hour Master of Business Administration degree at IU Southeast. Students wishing to pursue an additional 26 credit hours other than through a master's degree will be counseled toward appropriate classes. Students who do not plan to sit for the C.P.A. exam may elect a managerial accounting emphasis. Electing this undergraduate emphasis does not preclude ultimately completing the 150 credit hour requirement and completion of the CPA or other professional accounting certification.

The course requirements for students planning a career in accounting are as follows:

A. Required courses (18 credit hours)

BUS-A 337 Computer-Based Accounting Systems

BUS-A 311 Intermediate Accounting I

BUS-A 312 Intermediate Accounting II

BUS-A 325 Cost Accounting

BUS-A 328 Taxation of Individuals

BUS-A 424 Auditing

B. Elective courses (6 credit hours)

For students planning to pursue 150 credit hours and take the C.P.A. examination, select 6 credit hours from:

BUS-A 339 Advanced Taxation (3 cr.)

BUS-A 413 Government and Not-for-Profit Accounting (3 cr.)

BUS-A 422 Advanced Financial Accounting I (3 cr.)

BUS-L 303 Commercial Law (3 cr.)

Students planning a career in corporate accounting and not planning to take the C.P.A. examination after graduation may select from 300- or 400-level business or economics courses outside of Accounting (NOT from BUS-M 300, BUS-A 310 or internships/professional practice).

Business Economics and Public Policy Concentration (24 credit hours)

Probably more than any other factor, it is the relevance of economics that initially attracts students. Few, if any, disciplines are equal to economics in preparing one to be an interested, interesting, and competent observer of current events. This is because economics is a social science that develops models for organizing facts and thinking effectively. This empowers its students to make well-reasoned decisions in analyzing personal decisions and business problems and in drawing informed conclusions about public policy—based on a comprehensive analysis of the costs and benefits of alternatives. Because economics is so often connected to governmental policy, students also learn about the legal and political institutions that affect consumers, workers, and businesses.

Most graduates use economics as a stepping stone to other occupations. Economic training is wide reaching, and thus, career alternatives are relatively well paid and unusually varied, including business, finance, banking, journalism, and government service. If one is unsure of what major to choose or what career to pursue, economics offers the ability to keep one's options for the future more flexible.

Moreover, the study of economics is an excellent preparation for graduate school in law, business, and public administration, given that it develops one's ability to think analytically. Law students list economics and accounting as the undergraduate courses they value most and wish they had taken more often. Those who majored in economics as undergraduates have the highest LSAT scores (*Journal of Economic Education*, Spring 2006, pp. 263–281).

In a word, economics offers a course of study that is interesting and provocative, beneficial in terms of career options, and useful in understanding the world.

A. Required courses (18 credit hours)

ECON-E 321 Intermediate Microeconomic Theory

ECON-E 322 Intermediate Macroeconomic Theory

Choose 4 additional courses (12 credit hours) from:

ECON-E 323 Urban Economics

ECON-E 333 International Economics

ECON-E 340 Labor Economics

ECON-E 350 Money and Banking

GEOG-G 438 Advanced Geographic Information Systems (Prerequisite: GEOG-G 338)

B. Elective courses (6 credit hours)

Select from 300- or 400-level business courses outside of Economics (NOT from BUS-M 300 or internships/professional practice) OR

GEOG-G 438 (if not used to satisfy the 18 credit hours required above.) OR

GEOG-G 439.

Finance Concentration (24 credit hours)

The finance curriculum at IU Southeast includes studies in the area of corporate finance, investments, international finance, financial institutions, and markets. Students are introduced to the major theories and learn the tools utilized by financial professionals to make decisions in today's dynamic economy. The finance curriculum prepares students for careers in corporate finance; banks, and other financial institutions; investments; and financial services such as financial planning, insurance, and real estate.

A. Required courses (18 credit hours)

BUS-A 310 Management Decisions and Financial Reporting

BUS-F 302 Financial Decision Making

BUS-F 420 Investments

BUS-F 446 Bank and Financial Intermediation

BUS-F 494 International Financial Management

ECON-E 350 Money and Banking

B. Elective courses (6 credit hours)

Select from 300- or 400-level business or economics courses outside of Finance (NOT from BUS-M 300 or internships/professional practice).

Students considering a career in corporate finance are encouraged to select courses from the following:

BUS-A 311 Intermediate Accounting I (will substitute for BUS-A 310 in Finance concentration. Students successfully completing BUS-A 311 cannot then take BUS-A 310.)

BUS-A 312 Intermediate Accounting II

BUS-A 325 Cost Accounting

BUS-A 337 Computer-Based Accounting Systems

General Business Concentration (24 credit hours)

Note: Students choosing this concentration cannot double-concentrate.

This concentration is intended for those students who aspire to be small business entrepreneurs, or are owners or managers of small businesses. This concentration allows the student to design a customized course of study by drawing from each of the business disciplines to create a tailored concentration area.

(1) The student, in consultation with an academic advisor, will choose a combination of eight BUS or ECON concentration courses.

Note: Elective courses such as BUS-L 303 can be taken.

(2) No more than two courses can come from a particular concentration's set of 18 required hours.

(3) For an individual course that is required in more than one concentration, the student must designate the concentration that course will represent.

(4) The eight courses to fulfill this concentration cannot include any internship hours, professional practice hours or BUS-M 300.

Human Resources Management Concentration (24 credit hours)

This concentration consists of a program of study approved by the Society of Human Resource Management (SHRM) that provides the student with acceptable levels of knowledge to be recognized as an HR Generalist. This program covers the vital areas of: (1) personnel administration, (2) personnel selection, (3) personnel development, and other key roles within the HR profession equipping the student to function across the spectrum of HR disciplines.

A. Required courses (18 credit hours)

BUS-W 301 Management and Organizational Theory

BUS-Z 440 Personnel-Human Resource Management

BUS-Z 441 Wage and Salary Administration

BUS-Z 445 Human Resource Selection

Must take one course from the following list:

BUS-Z 443 Developing Employee Skills OR

BUS-Z 444 Personnel Research and Measurement

Must take one additional course from the following list:

Second course of BUS-Z 443 or BUS-Z 444

BUS-D 300 International Business

BUS-P 330 Project Management

BUS-P 430 Total Quality Management

BUS-W 430 Organizations and Organizational Change

ECON-E 340 Labor Economics

B. Elective courses (6 credit hours)

Select from 300- or 400-level business or economics courses outside of HRM [BUS-Z] (NOT from BUS-M 300 or internships/professional practice). A course cannot double-count in both the required 18 hours and the elective 6 hours.

OR

SPCH-C 325 Interviewing Principles and Practices

SPCH-S 322 Advanced Interpersonal Communication

SPCH-S 440 Organizational Communication

SPCH-S 450 Gender and Communication

PSY-B 378 Introduction to Industrial Psychology

OLS 331 Occupational Safety and Health

POLS-Y 404/SPEA-V 373 Political Issues in Public Personnel Management

Information and Operations Management Concentration (24 credit hours)

This concentration consists of the integration of two areas of business: (1) Technology—current information technology and methodologies that enable organizations, and (2) Operations—systems and processes for the production and delivery of goods and services. The integration of information systems with operations management will uniquely prepare students for the operational challenges of the future.

A. Required courses (18 credit hours)

BUS-K 330 Contemporary Topics in Information Technology

BUS-K 335 Information Systems Analysis and Design

BUS-K 400 Information for Operating Control and Data Management

BUS-P 330 Project Management

BUS-P 430 Total Quality Management

Must take one additional course from the following list:

BUS-A 337 Computer-Based Accounting Systems

BUS-D 300 International Business

BUS-F 302 Financial Decision Making

BUS-M 303 Marketing Research

BUS-W 430 Organizations and Organizational Change

**CSCI-A 201 Introduction to Programming or **CSCI-C 201 Computer Programming (4cr)

**CSCI-A 247 Network Technologies and Administration

B. Elective courses (6 credit hours)

Select from 300- or 400-level business or economics courses outside of IOM [BUS-K/BUS-P] (NOT from BUS-M 300 or internships/professional practice). A course cannot double-count in both the required 18 hours and the elective 6 hours.

OR

Certain approved CSCI courses**. Must see a School of Business academic advisor for the current list of CSCI courses that will count as an IOM concentration elective course. Check prerequisite requirements for CSCI courses. IOM students are strongly encouraged to take at least one course in the second category.

(** Reminder: Students choosing 200-level CSCI courses still must have at least 48 hours of 300- and 400-level course work to graduate.)

International Business Concentration (24 credit hours)

This concentration prepares the student to be familiar with the international business environment and allows emphasis in a particular geographic region (Europe, Latin America, Asia or Africa).

In addition to the concentration courses listed as follows, the student must also:

(1) Take one of the following courses:

POLS-Y 109 Introduction to International Politics

POLS-Y 107 Introduction to Comparative Politics

(2) Choose a specific region of emphasis: Europe, Latin America, Asia, or Africa

(3) Take the first two years (14 credit hours) of a foreign language appropriate to the chosen region:

Europe: French, German, or Spanish

Latin America: Spanish

Asia: Japanese or Chinese

Africa: French

Required Concentration Courses (18 credit hours)

BUS-D 300 International Business Administration

BUS-F 494 International Finance

ECON-E 333 International Economics

POLS-Y 376 International Political Economy

Two 300- or 400-level courses from the chosen region's list of courses in Group A, Group B, or Group C of the International Studies Major. (The two courses must be from different groups.)

Required Electives (6 credit hours)

Select from 300- or 400-level business or economics courses outside of International Business (NOT from BUS-M 300 or internships/professional practice).

Management Concentration (24 credit hours)

The courses offered in this concentration are concerned not only with the broad aspects of management and organizations, but also with developing skills for dealing with problems of motivation, organization design, and human resource allocations. This concentration provides the flexibility to accommodate students whose interests include the preparation for entry into management training positions, the application of behavioral science to management, the personnel function in both line and staff capacities, and managing the small business.

A. Required courses (18 credit hours)

BUS-D 300 International Business Administration

BUS-W 301 Management and Organizational Theory

BUS-W 430 Organizations and Organizational Change

BUS-Z 440 Personnel-Human Resource Management

Must take one course from the following list:

BUS-W 311 New Venture Creation

BUS-W 320 Leadership and Ethics

Must take one additional course from the following list:

Second course of BUS-W 311 or BUS-W 320

BUS-M 405 Buyer Behavior

BUS-P 330 Project Management

BUS-P 430 Total Quality Management

BUS-A 310 Management Decisions and Financial Reporting

BUS-K 330 Contemporary Topics in Information Technology

B. Elective courses (6 credit hours)

Select from 300- or 400-level business or economics courses outside of Management [BUS-W] (NOT from BUS-M 300 or internships/professional practice). A course cannot double-count in both the required 18 hours and the elective 6 hours.

Marketing Concentration (24 credit hours)

Marketing is fundamental to the success of both for-profit and not-for-profit enterprises. Projected to be one of the fastest-growing employment areas in the twenty-first century, marketing entry-level and career progression opportunities lie primarily in the fields of advertising and promotion, distribution management, entrepreneurship, international business, market analysis, marketing research, retail management and sales, and sales management. The marketing concentration at IU Southeast is designed to help the student build a customer-driven orientation combined with the strong analytical, communication, and technical skills necessary to be successful in today's global economy.

A. Required courses (18 credit hours)

BUS-D 300 International Business Administration

BUS-M 303 Marketing Research

BUS-M 405 Buyer Behavior

BUS-M 450 Marketing Strategy and Policy

Must take one course from the following list:

BUS- M 330 Personal Persuasion Strategies and Customer Relationship Management

BUS-M 415 Advertising and Promotion Management

Must take one additional course from the following list:

Second course of BUS-M 330 or BUS-M 415 OR select from 300- or 400-level business or economics courses outside of Marketing [BUS-M] (NOT from internships/professional practice).

B. Elective courses (6 credit hours)

Select from 300- or 400-level business or economics courses outside of Marketing [BUS-M] (NOT from internships/professional practice). A course cannot double-count in both the required 18 hours and the elective 6 hours.

OR

JOUR-J 320 Principles of Creative Advertising

TEL-R 440 Advertising Strategies

Economics (Bachelor of Arts)

See "General Requirements for All Undergraduate Degrees at IU Southeast," and "Graduation Requirements for the Bachelor of Arts Degree."

Note: This degree does not require meeting the requirements of a B.S. in Business.

Probably more than any other factor, it is the relevance of economics that initially attracts students. Few, if any, disciplines are equal to economics in preparing one to be an interested, interesting, and competent observer of current events. This is because economics is a social science that develops models for organizing facts and thinking effectively. This empowers its students to make well-reasoned decisions—in analyzing personal decisions and business problems and in drawing informed conclusions about public policy—based on a comprehensive analysis of the costs and benefits of alternatives. Because economics is so often connected to government policy, students also learn about the legal and political institutions that affect consumers, workers, and businesses.

Most graduates use economics as a stepping stone to other occupations. Economic training is wide reaching, and thus, career alternatives are relatively well paid and unusually varied, including business, finance, banking, journalism, and government service. If one is unsure of what major to choose or what career to pursue, economics offers the ability to keep one's options for the future more flexible.

Moreover, the study of economics is an excellent preparation for graduate school in law, business, and public administration—given that it develops one's ability to think analytically. Law students list economics and accounting as the undergraduate courses they value most and wish they had taken more often. Those who majored in economics as undergraduates have the highest LSAT scores (*Journal of Economic Education*, Fall 2006, pp. 263-281).

In a word, economics offers a course of study that is interesting and provocative, beneficial in terms of career options, and useful in understanding the world.

Student Learning Goals

1. Students are able to evaluate the quality of arguments and evidence and the accuracy of claims.
2. Students are able to define a problem, gather relevant information, and reach an appropriate conclusion.
3. Students communicate using oral and written presentations.
4. Students demonstrate an awareness and appreciation of ethical, cultural, legal, and global issues affecting society in general and business in particular.
5. Students demonstrate knowledge of macroeconomics and microeconomics.

A. Required courses (18 credit hours)

(C- or better is required for these courses)

ECON-E 100 Current Economic Topics

ECON-E 200 Fundamentals of Economics

ECON-E 280 Applied Statistics for Business and Economics I

ECON-E 281 Applied Statistics for Business and Economics II

ECON-E 321 Intermediate Microeconomic Theory

ECON-E 322 Intermediate Macroeconomic Theory

Choose 4 additional courses (12 credit hours) from:

ECON-E 323 Urban Economics

ECON-E 333 International Economics

ECON-E 340 Labor Economics

ECON-E 350 Money and Banking

GEOG-G 438 Advanced Geographic Information Systems (Prerequisite: GEOG-G 338)

B. Elective courses (6 credit hours)

Select any two courses from the following:

- In the School of Business: A 201, A 202, F 301, F 302, F 420, L 201, L 303, M 301 (or M 300), M 303, M 405, P 301
- From outside the School of Business: GEOG-G 439; HIST-A 353; MATH-M 215, M 216; POLS-Y 304; SPEA-J 301

The following courses are recommended for those planning to pursue graduate studies in economics: MATH-M 215, M 216; ECON-E 470.

The following courses are recommended for those planning to pursue law school: BUS-A 201, A 202, L 201, L 303; POLS-Y 304; SPEA-J 301.

C. Recommended courses

Students are strongly encouraged to take the following courses:

COAS-S 200 Career Choices and Competencies

COAS-Q 400 Job Search Strategies for Liberal Arts Students.

Economics (Associate of Arts)

See "General Requirements for the Associate of Arts Degree."

Required Courses

ECON-E 100 Current Economic Topics

ECON-E 200 Fundamentals of Economics

ECON-E 321 Intermediate Microeconomic Theory

6 additional credit hours of 300- or 400-level economics courses

Requirements for a Minor in Economics (15 credit hours)

1. ECON-E 100 Current Economic Topics, and ECON-E 200 Fundamentals of Economics.
2. ECON-E 321 Intermediate Micro Theory or ECON-E 322 Intermediate Macro Theory
3. Any 6 other credit hours of 300- or 400-level economic courses or GEOG-G 438.

Business (Associate of Science in Business)

The School of Business offers an associate degree for students who wish to acquire minimal skills that may lead to employment.

The A.S. in Business degree includes:

General-Education Component
Business Core
Courses for area of emphasis

Note: This may be the last IU Southeast *Bulletin* to include the A.S. in Business degree plan.

General-Education Requirements

(The courses specified below indicate how the A.S. in Business degree requirements fit within the general education framework.)

First Year Seminar (1 credit hour)

Written Communication (3 credit hours)

ENG-W 131 Elementary Composition I

Quantitative Reasoning (3 credit hours)

MATH-M 122 College Algebra

Information Technology Fluency (3 credit hours)

BUS-K 201 The Computer in Business

Diversity (3 credit hours)

See list of approved general education courses.

Arts (3 credit hours)

See list of approved general education courses.

Humanities (3 credit hours)

See list of approved general education courses.

Natural/Physical Sciences (3 credit hours)

See list of approved general education courses.

Social/Behavioral Sciences (6 credit hours)

ECON-E 100 Current Economic Topics

See list of approved general education courses.

Critical Thinking (3 credit hours)

See list of approved general education courses.

Business Core Requirements (21 credit hours)

Take these courses:

COAS-W 100 Introduction to Business (must be completed before E 100 and before 56 credit hours or take an extra [third] BUS elective)

ECON-E 100 Current Economic Topics (see course prerequisites)

ECON-E 200 Fundamentals of Economics (see course prerequisites)

BUS-A 201 Introduction to Financial Accounting BUS-A 202 Introduction to Managerial Accounting

BUS-K 201 The Computer in Business (see course prerequisites)

BUS-L 201 Legal Environment of Business

For an emphasis in Business Administration, take these courses:

Select one course (3 credit hours) from:

ECON-E 280 Applied Statistics for Business and Economics I

BUS-F 260 Personal Finance

BUS-A 325 Cost Accounting

BUS-A 328 Individual Taxation

Select one course (3 credit hours) from:

Any business or economics 300-level course (not from selection above)

For an emphasis in Accounting, take these courses:

BUS-F 260 Personal Finance

Select two courses (6 credit hours) from:

BUS-A 337 Computer-Based Accounting Systems

BUS-A 311 Intermediate Accounting I

BUS-A 312 Intermediate Accounting II

BUS-A 325 Cost Accounting

BUS-A 328 Taxation of Individuals

BUS-A 339 Advanced Taxation

Students must consult a School of Business academic advisor before enrolling in electives. Students pursuing the B.S. in Business after completing the A.S. should select ECON-E 280 for the first elective and BUS-F 301, M 301, or Z 302 for the second elective. Failure to do so may delay completion of the B.S. program.

Requirements for a Minor in Business for Non Business Majors

(24 credit hours)

Note: An asterisk in front of one of the courses listed as follows indicates that the course satisfies a Foundations course requirement in preparation for entering the IU Southeast MBA Program.

Required Courses (12 credit hours):

* ECON-E 100 Current Economic Topics
* ECON-E 200 Fundamentals of Economics
* BUS-A 201 Introduction to Financial Accounting
* BUS-A 202 Introduction to Managerial Accounting

Business Elective Courses (12 credit hours):

Must choose 4 courses (at least 3 courses must be 300-level BUS) from:

BUS-K 201 The Computer in Business

BUS-L 201 Legal Environment of Business

* 3 credit hours in statistics: ECON-E 280 recommended (See School of Business advisor regarding possible alternative statistics course already required within your major).
* BUS-F 301 Financial Management
* BUS-K 321 Management Information Systems
* BUS-M 301 Introduction to Marketing Management OR *BUS-M 300 Introduction to Marketing for Non-Majors (***Note:*** M 300 does not count as credit toward B.S. in Business degree)
* BUS-P 301 Operations Management

BUS-D 300 International Business Administration

BUS-W 301 Management and Organizational Theory

BUS-Z 302 Managing and Behavior in Organizations

Postbaccalaureate Certificate for Business Professionals

Working professionals have an opportunity to pursue lifelong learning opportunities through the postbaccalaureate certificate program. The program is designed for professionals with business degrees employed outside their academic major and professionals with degrees in arts and sciences. Certificates are available in accounting (CPA Preparation or Corporate Accounting Preparation), economics, finance, general business, management, human resources management, information and operations management, international business, and marketing. Contact the School of Business office for more information.

Master of Science in Strategic Finance

IU Southeast provides a Master of Science in Strategic Finance (M.S.S.F.) degree program for students interested in pursuing postgraduate education in the field of accounting and financial analysis. The plan of study ensures that students are well-versed in the technical aspects of their chosen specialty but also emphasizes the new professional skills that are required to become true leaders in industry and government.

For additional information, contact the Office for Graduate Business Programs:
Hillside Hall 214
Phone: (812) 941-2364
Fax: (812) 941-2581

Master of Business Administration Program

IU Southeast provides a Master of Business Administration (M.B.A.) degree program for students interested in continuing their postgraduate education in the field of business. The M.B.A. program is primarily for persons employed in professional positions who seek to pursue an M.B.A. degree on a part-time basis.

The goals of the graduate business program are to increase the business professional's breadth of knowledge, to enhance the individual's ability to analyze business alternatives more thoroughly, and ultimately to enable that person to have a more productive career. These goals are achieved through a variety of activities that prepare students for accepting challenging and responsible positions in the business community. For additional information, contact the Office for Graduate Business Programs:
Hillside Hall 214
Phone: (812) 941-2364
Fax: (812) 941-2581

Division of Continuing Studies

www.ius.edu/continuingstudies/
Knobview Hall, 225
Phone: (812) 941-2315
Fax: (812) 941-2588

General Studies Programs

General studies degree programs include both associate and bachelor's degrees. The course work consists of a minimum number of credit hours in each of three areas—arts and letters, natural sciences, and social sciences—plus a wide range of electives. In addition, students are required to complete ENG-W 131 or its equivalent with a grade of C or higher, ENG-W 290, ENG-W 405, SPCH-S 121, CSCI-C 106, and a mathematics course, M 110, M 112, M 117, or PHIL-P 150, grade C or better. The general education requirements for all IU Southeast baccalaureate degrees apply to the B.G.S. program, and may also fulfill general studies degree requirements. Degree requirements may be completed in a variety of ways, allowing students to design a program of study tailored to their individual needs. The program accepts accredited course work earned through several methods:

1. Regular courses taken at an Indiana University campus or another accredited institution
2. Independent study by correspondence
3. Credit by examination such as DANTES exams administered through the Student Development Department
4. Military service credit
5. Self-acquired competency credit for life and work experience

Admission Requirements

The general studies degree programs are open to all qualified high school graduates or individuals with the General Educational Development (GED) certificate. Any student with a minimum of 26 credit hours and a minimum GPA of 2.0 may apply for admission.

Admission Procedures

1. All applicants must meet with the general studies academic advisor and complete the application form.
2. If applicants have previously attended a college or university, they should direct that institution to forward a transcript to Office of Admissions, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150.

3. Students who wish to transfer from another academic unit must first make an appointment with the general studies advisor.

General Degree Requirements for the General Studies Degree Programs

The following general requirements apply to both the associate and bachelor's degree programs.

Plan of Study After being accepted by the School of Continuing Studies, the student, in consultation with the general studies advisor, will create a plan of study. This will consist of a written workup of the student's projected courses, minors, and goals and objectives for the degree. Since individual flexibility is part of the general studies program, the plan of study may be changed with approval from the general studies advisor.

Students admitted to the general studies program beginning in the fall semester 1998 are required to take a threshold and a capstone course as part of the A.A.G.S. and B.G.S. curricula. Two writing courses have been approved for this purpose: ENG-W 290 Writing in the Arts and Sciences (threshold) and ENG-W 405 Writing Prose Nonfiction (capstone). Students must successfully complete ENG-W 131 Elementary Composition with a minimum grade of C as a prerequisite for ENG-W 290.

Students who apply to the general studies degree program with 75 percent or more of their course work (45 credit hours for the A.A.G.S. and 90 credit hours for the B.G.S.) may apply for exemption from the threshold and/or capstone course. Exempt A.A.G.S. graduates pursuing the B.G.S. must take the threshold and capstone.

Transfer credit courses completed at another college or university may be accepted for credit toward the degree programs in the School of Continuing Studies, provided the course work was taken at an accredited institution and the grade received in the course was at least a C.

Upon receipt by IU Southeast, the student's transcripts will be evaluated to determine which courses are acceptable for the degree programs in the School of Continuing Studies. A report will be given to the student, and the transfer credit report will be used in the development of the student's plan of study.

Graduation Requirements To be eligible for graduation, the student must complete the course work specified in the plan of study with an overall GPA of at least 2.0 (C), as well as a 2.0 GPA after admission to the School of Continuing Studies. The student must receive a grade of C or higher in all courses used to fulfill course requirements of the three major areas of learning. Any course in which the student receives a grade of D will count only as a general elective toward fulfilling total credit hours required for the degree program.

General Education Requirements Many of the courses required to fulfill the general studies degree requirements also fulfill the general education requirements. *For example*, the second writing course requirement is fulfilled by satisfactorily completing the ENG-W 290 threshold requirement.

Associate of Arts in General Studies (A.A.G.S.)

Total credit hours required for the A.A.G.S. degree program: 60 credit hours.

Requirements for the Associate of Arts in General Studies degree program are as follows:

Basic skills requirements: ENG-W 131 or equivalent with a grade of C or higher; the threshold competency course, ENG-W 290; SPCH-S 122; CSCI-C 106; and a mathematics course, chosen from M 110, M 112, M 117, or Philosophy P 150.

A minimum of 12 credit hours in each of the three areas of learning: Humanities/Arts and Letters, Natural Sciences, and Social Sciences.

Total credit hours required in the major areas of learning: 36 credit hours

The 12 credit hours required in each area must be distributed over at least two subjects within that area.

Free electives: 24 credit hours

Students, in consultation with their academic advisors, are encouraged to concentrate their elective courses in related subject areas.

Other requirements and limitations:

1. A minimum of 15 credit hours of the required 60 credit hours must be taken within the eight campuses of Indiana University.
2. A minimum of 10 credit hours of course work accepted for the A.A.G.S. degree must be taken after the student has been admitted to the School of Continuing Studies.
3. A maximum of 15 credit hours toward any major or any concentration in any department will be accepted for the A.A.G.S. degree.

Bachelor of General Studies (B.G.S.)

Student Learning Goals and Outcomes

The Bachelor of General Studies degree is distinctive in that it allows a student considerable freedom to develop a program of study based on his or her interests and prior experiences. This degree program places more emphasis on the breadth of development across academic disciplines than a traditional program within a well-defined major.

1. Develop and deepen oral and written communication skills.
2. Develop the ability to think critically and creatively.
3. Develop breadth and depth of knowledge in multiple disciplines.
4. Develop tolerance, understanding, and acceptance of others.
5. Prepare for a career and continual personal development.

See "General Requirements for Undergraduate Degrees at IU Southeast."

Total credit hours required for the B.G.S. degree program: 120 credit hours.

The requirements for the Bachelor of General Studies degree program are as follows:

Basic skills requirements: ENG W 131 or equivalent with a grade of C or higher; ENG-W 290; ENG-W 405; SPCH-S 121; CSCI-C 106; and a mathematics course, chosen from M 210, M 212, M 217, or Philosophy P 150.

A minimum of 12 credit hours in each of the three areas of learning: Humanities/Arts and Letters, Natural Sciences, and Social Sciences.

Total credit hours required in the major areas of learning: 36 credit hours.

A minimum of 18 additional credit hours in one of the previous areas (the resulting 30 hours include the student's area of concentration): 18 credit hours.

The credit hours required in each of the previous areas of learning (12 credit hours in two areas and 30 credit hours in the third area) must be distributed over at least two of the subject fields in each area of learning.

Students, in consultation with their academic advisors, are encouraged to concentrate their elective courses in related subjects.

Free electives: 66 credit hours

Other requirements and limitations:

1. A minimum of 30 credit hours of the required 120 credit hours must be taken within the eight campuses of Indiana University.
2. A minimum of 20 credit hours of course work accepted for the B.G.S. degree must be taken after the student has been admitted to the School of Continuing Studies.
3. A minimum of 30 credit hours of the required 120 must be taken at the upper-division level. The 30 credit hours must include at least one 3-credit course from each of the three areas of learning. Upper-division course work is numbered in the 300s and 400s.
4. A maximum of 21 credit hours toward any major or concentration in any department will be accepted for the B.G.S. degree.
5. A maximum of 30 hours will be accepted from any single professional school with a maximum of 51 total professional credit hours accepted.

Self-Acquired Competencies

The School of Continuing Studies recognizes that individuals are constantly involved in learning situations throughout their lives. Knowledge gained through on-the-job training programs, short courses in the military or private industry, or in other learning activities can be very valuable to a student. General studies programs award academic credit for some self-acquired competencies (i.e., college-level knowledge learned through life experience). A maximum of 15 credit hours of self-acquired competencies credit may be approved for the Associate of Arts in General Studies degree program and a maximum of 30 hours of credit for the Bachelor of General Studies degree program.

Decisions concerning self-acquired competencies credit will be made after the student has been accepted and enrolled in the School of Continuing Studies. Students who believe that they might be eligible for self-acquired competencies credit should contact the general studies advisor or inquire about procedural information after they have been accepted for the general studies programs. Any credit obtained in this way will be assessed the campus per credit hour fee.

Minors Offered through the Division of Continuing Studies

Supervision Program

Saundra E. Gordon (Coordinator)

Indiana University Southeast offers both a certificate and a minor in the Supervision Program. The certificate program consists of the five courses listed under "Requirements for a Certificate in Supervision." These courses may be taken on either a credit or noncredit basis. Persons selecting the noncredit option earn continuing education units (CEUs). Persons selecting the credit option may apply the credits toward an academic minor in supervision.

Upon completion of the program, the Indiana University Southeast Certificate in Supervision is awarded. The program is designed to prepare trainee– and entry–level supervisory personnel for more effective roles in business, industry, or public-sector agencies.

Requirements for a Certificate in Supervision

15 credit hours as follows:

BUS-W 100 Business Administration: Introduction (3 cr.)

SPCH-S 122 Interpersonal Communication (3 cr.)

SUPV-S 300 Personnel Supervision (3 cr.)

SUPV-S 310 Production Supervision (3 cr.)

SUPV-S 320 Labor Relations (3 cr.)

The minor requires 21 credit hours. Persons completing the minor select two courses from a body of knowledge consistent with the supervision field. The additional courses should be consistent with career goals of the student and come from the following categories:

Manufacturing Processes and Technology BUS P 301 Operations Management (Business and Economics), BUS-P 430 Total Quality Management (Business and Economics), ECON-E 280 Applied Statistics for Business Economics (Business and Economics), IET 104 Industrial Organization (Purdue Programs), MATH-K 300 Statistical Techniques (Natural Sciences), MET 141 Materials and Processes (Purdue Programs), MET 242 Manufacturing Processes (Purdue Programs)

*Students may use R 300 or E 280; only one course can count toward the minor.

Communication Skills ENG-W 231 Professional Writing Skills (Arts and Letters), SPCH-C 325 Interviewing Principles and Practices (Arts and Letters), SPCH-S 223 Business and Professional Speaking (Arts and Letters), SPCH-S 322 Advanced Interpersonal Communication (Arts and Letters), SPCH-S 450 Gender and Communication (Arts and Letters)

Counseling and Human Behavior BUS-Z 302 Organization Behavior (Business and Economics), PSY-B 366 Introduction to Organizational Psychology in Business and Industry (Social Sciences), PSY-B 368 Introduction to Personnel Psychology in Business and Industry (Social Sciences), PSY-P 233 Industrial Psychology (Social Sciences)

Industry-Specific Courses AHLT-M 330 Medical Terminology (Natural Sciences), CHEM-C 104 Physical Sciences and Society (Natural Sciences), HPER-H 160 First Aid (Education)

Persons who have already completed Business W 100 and Speech S 122 at accredited institutions need not repeat them. The remaining courses must be taken after admission to the program.

A total of 15 credit hours must be completed with a minimum GPA of 2.0 (C) for all 15 credit hours, with no grade below a C– in any course. Pass/Fail grades are not applicable to the certificate or minor.

Recreation Program

Saundra E. Gordon (Coordinator)

For students who recognize the importance and power of being a well-rounded professional in today's job market, the School of Continuing Studies has designed an academic minor for students interested in a career in Parks and Recreation programming and management. Students complete courses that will cover academic and practical skills in many areas, including: sports management, outdoor recreation, problem solving, leading, motivating and empowering others, team building, and effective communication. This 17-hour minor will follow the same curriculum offered by the Department of Recreation and Parks Administration at IU Bloomington. Core courses include:

HPER-R 160 Recreation and Leisure (3 cr.)

HPER-R 271 Dynamics of Outdoor Recreation (3 cr.)

HPER-R 272 Recreation Activities and Leadership Methods (3 cr.) (Prerequisite: R 160)

HPER-R 324 Recreational Sports Programming (3 cr.)

HPER-R 399 Practicum in Parks and Recreation (1–6 cr.)

Other courses offered on a rotating basis through the School of Continuing Studies for the recreation program:

HPER-C 366 Health Problems in the Community (3 cr.)

HPER-E 100 Snowboarding (1 cr.)

HPER-E 181 Tennis (1 cr.)

HPER-E 185 Volleyball (1 cr.)

HPER-E 196 Skiing (1 cr.)

HPER-H 305 Women's Health (3 cr.)
HPER-H 317 Stress Management Workshop (1-3 cr.)
HPER-H 363 Personal Health (3 cr.)

Noncredit Programs

Knobview Hall 225
Telephone: (812) 941-2206
Web site: www.ius.edu/noncredit

General Information

Personal and professional development through lifelong learning is the special mission of Continuing Studies noncredit programs. Formal admittance to the university is not required to attend our programs. Noncredit programs do not coincide with the university schedule. Evening courses, certificate programs, daytime workshops, conferences, and special events are offered throughout the year. We release three course catalogs per year. Noncredit Programs also offers customized training for business and industry, either on campus or at the work site. These cost-effective, results-oriented programs have been utilized by a wide range of local companies.

Project AHEAD Enrichment Program for Children

Designed for high academic achievers in grades two through six, Project AHEAD is a series of enrichment classes offered three times per year. For each session, brochures detailing class offerings for that session are sent to area schools. Teachers determine which of their students meet the criteria for attendance. Children must be in the top 10–20 percent of their class, be consistent academic achievers, and be enthusiastic about learning opportunities outside of the regular classroom. The Project AHEAD program has been in operation for more than 20 years, and classes consistently receive excellent reviews from students and parents alike.

Personal Enrichment Programs

For adults and children over 14 seeking information or training for pleasure, we offer a variety of classes such as:

- Spanish for Beginners
- American Sign Language
- Creative Writing/Publishing
- Meditation
- Medical Qigong
- Reiki
- Photography
- Drawing and art
- Retirement Planning

School of Education

www.ius.edu/Education
School of Education Office
Hillside Hall 0020
Phone: (812) 941-2385
Fax: (812) 941-2667

Student Services Office
Hillside Hall 0029
Phone: (812) 941-2386
Fax: (812) 941-2175

Professors Bailey, Jamski, Morganett, Ridout, Shea

Associate Professors Babione, Camahalan, Fankhauser, Herdoiza-Estevez, Hollenbeck, Murray (Dean), Pinkston, Ryan, Squires, Thompson–Book

Assistant Professors Bradley, Chang, Freyn, Schoen

Lecturers Beard, Brewer, Burns, Criswell, Daily, Hottman, Hall, A. Jones, Sutherland, Whitaker

Adjunct Lecturers B. J. Bailey, Barger, Burba, Burns, Carl, B. Carter, P. Carter, Clark, Q. Davis, Dumstorf, Dunnagan, Fleming, Fleshman, Gordon, Halter, Handzel, Harris, Henderson, S.A. Holman, Hook, Hoskins, Howe, Hughes, Hunt, Hutson, Just, Kaczmarek, Kendrick, Klemens, Krall, Losey, Marsh, McNames, Meier, Nauman, Neely, Page, J. Payne, T. Payne, Read, Reynolds, Riekhof, Schweitzer, South, Stiller, Ware, Whaley, Wilson

Professional Staff J. Clements, J. Riehl

General Information

Education programs offered by Indiana University Southeast are approved by the Indiana Department of Education Division of Professional Standards and the National Council for Accreditation in Teacher Education. Contact the School of Education for more information at www.ius.edu/Education.

Confidentiality Statement

Following accreditation standards, all candidates enrolled in the IU Southeast School of Education are evaluated on a range of performance-based assessments and informed of progress towards completion of their selected programs. Samples of candidate work are collected and/or copied for program decision making and accreditation reviews. Candidate work, referred to as "intellectual property," will not be used for publication or presentation without the candidate's written consent. Candidate progress is assessed by contracted designees of the IU Southeast School of Education who could include, but are not limited to, paid and volunteer participants such as full time and adjunct faculty, P-12 teachers and administrators. The School of Education is charged

with maintaining the confidentiality of candidates. For additional information, contact the School of Education office at (812)941-2168.

Criminal History Check

Clearance through a criminal history check is required for clinical experiences, including student teaching and other off-campus experiences, as determined by the placement school system.

Sex Offense Statement

Pursuant to campus and school policy, no student convicted of a sex offense against children shall be eligible for School of Education course work or programs. Details of this policy can be found in the School Office.

Degrees

The School of Education offers the following degrees and programs:

Undergraduate Degrees

- Bachelor of Science in Elementary Education
- Bachelor of Science in Secondary Education with concentrations in the following areas:
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
- Bachelor of Science in Special Education

Postbaccalaureate Initial Teaching License Programs

- Transition to Teaching (T 2T)
  - Elementary (ET 2T)
  - Secondary (ST 2T)
- Special Education
  - Initial-License Option

Graduate Degrees

- Master of Science Elementary, Secondary and Counseling)

Additional Licensing Areas

- Computer Education
- Early Childhood
- Educational Leadership (Graduate only)
- ENL (course work at IU Southeast with IUB licensing)
- Gifted and Talented
- Journalism
- Junior High/Middle School
- Kindergarten
- Languages (Spanish, French, German)
- Reading Teacher
- Special Education (Second-License Option)
- Theatre Arts

The School of Education has developed the following motto, mission, conceptual framework, assessment, candidate outcomes, and dispositions.

Motto

The motto of the School of Education is "*Educators Engaged in Growth*." We believe in the importance of continuing professional and personal growth, and endeavor to prepare undergraduate and graduate candidates to advance knowledge; promote best practices; and engage in collaborative school and community efforts locally, nationally, and internationally.

Mission

The mission of the Indiana University Southeast School of Education is to develop high-quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society.

Conceptual Framework

The conceptual framework articulates our professional commitment to knowledge, professional practices, teaching competence, and student learning. It establishes a benchmark for high-quality, challenging, and innovative programs; and ensures coherence among curricula, instruction, field experiences, clinical practice, and assessment across a candidate's program.

- **High-Quality Educators** are committed to best professional practices as identified in standards and are reflected in candidate and program assessment. High-quality educators know and can teach their content and can apply best practices differentially when working with different learning needs.
- **Caring Professionals** understand that sound educational decision making cannot be separated from the dispositions associated with caring. The common threads that run through this theme are concern for the lives of children, the welfare of the community, and the ethics of personal and professional accountability.
- **Transformation of Schools** addresses the candidate's ability to communicate effectively about student learning, use technology, interpret and use data, and reflect and improve teaching and the learning process. Candidates have knowledge of schools as organizations, knowledge about central issues that are at the center of school change, and skills to analyze and revise new approaches.

- **Diverse Society** is about embracing the multicultural, diverse society in which we live. Candidates understand the values of social justice, equal opportunity, and respect for the dignity of all, regardless of their backgrounds and individual characteristics.

Unit Performance Assessment

Recognizing the importance of an organized and ongoing assessment of candidate achievement and program improvement, the School of Education has developed a unit assessment system. Knowledge, skills, and dispositions expected of candidates have been identified and are assessed at certain decision points in each program. Assessment allows the School of Education to make improvements in program structures, course content, and pedagogy. This assessment system also provides candidates with periodic indications of their performance relative to standards and allows the School of Education to evaluate their competencies.

Candidate Outcomes

Candidates completing School of Education programs of study will demonstrate:

- Knowledge of content and the use of best practices in delivering effective instruction to all students;
- Dispositions necessary to help all students learn; and
- Knowledge, skills, and dispositions needed to participate in school transformation.

Dispositions

Candidates and faculty in an IU Southeast program in the School of Education are expected to:

- Respect the accepted legal and ethical norms and values of education.
- Effectively interact and collaborate with others and foster similar behaviors among students.
- Commit to diversity through equitable treatment and respect for all individuals.
- Exhibit personal management behaviors valued by the professional education community.
- Commit to inquiry and application of the knowledge base of education.
- Exhibit enthusiasm and respect for education as a practice and a profession.
- Commit to data-based decision making and fair practices.
- Commit to continuous self-evaluation and personal improvement.

Undergraduate Programs in Education

Notice: Pursuant to campus and school policy, no student convicted of a sex offense against children shall be eligible for School of Education course work or programs. Details of this policy can be found in the School office.

General Information

IU Southeast offers three undergraduate degrees that lead to an initial license for the State of Indiana and/or a Statement of Eligibility for Kentucky. All students licensed in Indiana after June 2006 must be licensed according to the requirements of Rules 2002. Rules 2002 for teacher licensing is a performance-based system whereby schools of education certify that candidates have met all required standards for their particular licensing area.

Elementary Education

The School of Education offers a program leading to the B.S. in Education in elementary education. The elementary education major leads to Indiana's teaching license for early and middle childhood, typically grades K-5.

Special Education

The Special Education major leads to Indiana's all grade (K-12) teaching license for Mild Intervention or Kentucky's (K-12) Learning and Behavior Disorders.

Secondary Education

The School of Education offers programs in secondary education leading to the B.S. in Education in secondary education (middle school, junior high, high school) with teaching majors in language arts, mathematics, science, and social studies. Candidates who have completed one of these teaching majors may also be licensed in chemistry, computer education, earth/space science, economics, French, geographical perspectives, German, government and citizenship, historical perspectives, journalism, language arts, life science, mathematics, physical science, physics, psychology, sociology, Spanish, and theatre arts.

Kentucky does not currently grant a license for physical science majors, nor does it grant licenses for content area minors.

General Rules for All Undergraduate Programs

Residency Requirement

Thirty (30) credit hours of any bachelor's degree program must be completed in residence at IU Southeast.

Transfer Credit

The School of Education accepts courses completed at other accredited institutions of higher education to meet graduation and certification requirements. (See the section entitled "Credit Transfer Policy for Bachelor's Degree" for the university policy on transfers.)

Although grades do not transfer and are not computed in a student's IU Southeast grade point average (GPA), the School of Education uses transfer grades to determine eligibility requirements, including the GPA for admission to teacher education. Transfer grades are also used to determine graduation and licensing eligibility in academic plans and areas.

Currency of Course Work

The time passed since a course was completed, whether taken at IU Southeast or transferred from any other institution, will be considered in relation to the student's projected date of graduation, as determined at the initial advising session and reevaluated at each subsequent advising session. Thus, it is imperative for the student to see that the advisor records the date on the student's check sheet and/or reviews the student's electronic degree audit. If a student deviates from progress toward the projected date of graduation in the course of his/her studies, the life span of a course may be reassessed.

All courses listed in the Professional Education Block must be completed within a 10-year period before graduation. Area requirements outside of education must also be completed within a 10-year period unless a waiver is granted by the program's coordinator and the dean. Approval would be based on the significance of changes in the particular content area.

Variance from Requirements

Students requesting a variance from course or program requirements may petition for an exception. Exception forms are available in the School of Education. Students will receive written notification of the decision and appeals process.

Good Standing in Teacher Education

To remain in good standing in the Teacher Education Program, candidates in elementary, secondary, and special education must:

1. maintain an overall Indiana University GPA of 2.5 or higher for elementary and special education, 2.75 or higher for secondary education;
2. complete each professional education course with a grade of C (2.0) or higher, and if pursuing special education, earn no less than a grade of B– (2.7) in each special education course;
3. maintain a minimum overall GPA in professional education courses of 2.5 (or Satisfactory in courses graded as S/F) for elementary and special education and 2.75 (or Satisfactory in courses graded as S/F) for secondary education; and
4. maintain a minimum GPA of 2.5 for elementary and special education, 2.75 for secondary education in each licensing area with no grade less than C (content area blocks for elementary and special education majors).

Candidate program status is assessed through multiple means at various summative decision points in the program. Candidates not in good standing may be required to complete professional improvement plans prior to continuing in the program.

To Be Eligible for Degree

Candidates must pass all decision points within their respective programs and complete all campuswide requirements in order to be eligible for a bachelor's degree. Candidates in the Elementary Education, Special Education, and Secondary Education Programs must apply for the degree by October 1 before graduation in May, March 1 for August graduation, and June 1 for December graduation.

To Be Eligible for Licensure

Candidates are responsible for completing the necessary application processes for a teaching license. License applications cannot be forwarded to the state until all program and degree requirements are met.

To be eligible for teacher licensure, all candidates must meet the following requirements:

1. Complete all program GPA and course work requirements.
2. For elementary and special education, earn a minimum overall GPA of 2.5; for secondary earn a minimum overall of GPA of 2.75.
3. For elementary and special education, earn a minimum of GPA of 2.5 in professional education courses; for secondary education earn a minimum overall GPA of 2.75 in professional education courses; with a minimum of C (2.0) (special education with a B– in each special education course) in each course.
4. For elementary and special education, earn a minimum GPA of 2.5 in each licensing area; for secondary education, earn a minimum GPA of 2.75 in each licensing area with no grade less than C.
5. Pass the Praxis I and Praxis II, per state- and program-prescribed levels.
6. Pass a criminal history check required by the state of license sought.

Elementary Education (Bachelor of Science in Education)

Candidates for the Bachelor of Science should first review "General Requirements for Undergraduate Degrees at IU Southeast." This program prepares candidates to teach children at their developmental levels—early childhood (ages 5-8) and middle childhood (ages 9- 10). These levels are typically found in grades K-5.

Note: Requirements for this program are subject to change with appropriate notice by the School of Education. Candidates are responsible for consulting with their advisors regularly. Notices of program changes will be posted on the School of Education's Web site. The elementary education degree leads to an initial license for Indiana and Kentucky. Those seeking licenses in another state should consult with a licensing advisor in the School of Education.

Admission Requirements and Processes

Cohort Groups Applicants will be accepted into the Elementary Program in cohort groups and will progress through the program together. Candidates who do not move through subsequent method blocks with their original cohort group may only enter a later cohort group if space permits. The size of the cohort groups will be limited to the number of students that can be effectively accommodated given the available resources.

Criteria for Admission to Block One

Any student wishing to be considered for admission into Block 1 must meet the following basic criteria:

1. Completion of 26 semester hours (excluding developmental courses) within 10 years of application;
2. Completion of ENG-W 131, EDUC-F 200 or H 340, SPCH-S 121, MATH-T 101 with grades of C or higher;
3. EDUC-F 200 or H 340 must meet the 10-year rule on courses offered by the School of Education;
4. Completion of one course from the Science Block (See Elementary Course Requirements.);
5. Completion of one course from the Social Studies Block (See Elementary Course Requirements);
6. Attainment of an overall GPA of at least 2.5;
7. Satisfactory evaluation from F 200, H 340, or equivalent semester course; and
8. Completion of Praxis I. Candidates with scores less than the following:

Math	175
Reading	176
Writing	172

Students will be required to register for a Praxis preparation course during Block 1. Candidates not achieving the minimal scores by the end of Block 1 will not be admitted to the Elementary Education Program. If the basic criteria are met, the students with the highest ranking on a 12-point scale (0-8 points for GPA, and 0-4 points for H 340 or F 200 assessment) will be admitted into the cohort for that semester until the cohort is full. (GPA is based on the courses listed in steps 3, 4, and 5. If the student has more than one course in either the Science Block or the Social Studies Block, the higher grade will be used in determining GPA.)

Application Process All students applying for admission to Block 1 must complete an application for admission. Students must attend an application admission session, hosted by the Academic Success Center, to obtain an application. All applications must be submitted to the School of Education by the announced deadline for each semester. All applications must have a copy of the student's Praxis I scores attached. Applications will be reviewed by the elementary education faculty within the School of Education. Formal letters notifying students of their acceptance status will be mailed by the deadline stated in the application packet. Accepted students will be electronically authorized for P 250/P 251/M 201 and M 300/M 301, and must register for these courses by the deadline stated in the application packet. Accepted students who do not register for P 250/P 251/M 201 and M 300/M 301 by the deadline will be administratively dropped from the cohort group and will need to reapply in future semesters. Students who are not accepted may reapply for admission the following semester.

Admission to the Elementary Education Program Students completing Block 1 of the Elementary Education program are eligible for admission to the Elementary Education Program. To be admitted to the program, students must have the following:

1. An overall GPA of 2.5
2. Passing scores on the Praxis Test (Math-175; Reading-176; Writing-172)
3. A positive evaluation from their P 250/P 251/M 201 and M 300/M 301 instructors

Continuing in the Program There are four major summative decision points in the Elementary Education Program. Students completing Block 1 successfully will be admitted into the program and thus will complete Summative Decision Point 1.

The second major decision point is at the end of the General Methods Block, the third occurs when the candidate applies to student teach, and the fourth is at the end of the student teaching semester. At each of these summative decision points, candidates are formally evaluated on specific criteria, and a decision is made regarding each candidate's status for continuation in the Elementary Education Program. A candidate's continuation status in the Elementary Education Program may be reevaluated at points other than summative decision points if significant difficulties are noted in either course work, dispositions, or practicum field experiences.

Standards for the Elementary Education Program

To successfully complete the program, candidates must document the attainment of the following program standards through successful completion of course work and through positive assessments from supervisors of the various practicums and clinical field opportunities:

1. The candidate is knowledgeable about planning and preparation.
2. The candidate is knowledgeable about creating an effective classroom environment and applies that knowledge.
3. The candidate is knowledgeable about a variety of strategies for effective instruction.
4. The candidate understands and carries out professional responsibilities.
5. The candidate is knowledgeable about and applies all professional standards and all content standards for K-5 grades.

Course Requirements

Required courses in the four-year curriculum leading to the degree Bachelor of Science in Elementary Education are as follows.

Note: A minimum grade point average of 2.5 is required in each item 1-7.

No grade less than C is accepted for T 101, T 102, T 103, S 121, W 131, and W 300; with a minimum GPA of 2.5 required for the latter three. The following of this course work will satisfy the IU Southeast general education requirements. See the course descriptions for the appropriate sequence.

1. Arts (at least 5 credit hours)

   Music Select one course from list. Other music courses accepted if preapproved. Must have a minimum of 2 credit hours for music (2/3).

   M 174 Music for the Listener (3), E 241 Introduction to Music Fundamentals (3),.....2-3

   Fine Arts Select one course from list. Other fine arts courses accepted if preapproved: F 100 Fundamental Studio Drawing or S 165 Ceramics for Nonmajors (3), N 110 Studio Art for the Nonmajor (3).....2-3

2. Language Arts (at least 12 credit hours)

   ENG-W 131 Elementary Composition..... 3

   ENG-W 300 Advanced Writing for Education 3

   SPCH-S 121 Public Speaking..... 3

   Select one of the following literature courses (other literature courses offering multiple perspectives accepted if preapproved): A 169 Ethnic American Literature (3), L 101 World Literature I (3), L 102 World Literature II (3), L 374 American Ethnic and Minority Literature (3), L 379 Topics in African-American Literature (3), and S 204 Topics in African-American Studies (3)..... 3

3. Mathematics (at least 9 credit hours)

   MATH-T 101 Mathematics for Elementary Teachers 1 3

   MATH-T 102 Mathematics for Elementary Teachers 2 3

   MATH-T 103 Mathematics for Elementary Teachers 3 3

   Note: Candidates should consult advisors regarding sequence of courses in the five "blocks."

4. Professional Education (62-68 credit hours)

   Note: The Elementary Education Program is currently revising the technology component. Please check with your advisor for information regarding the most current technology courses to be taken.

   EDUC-F 200 Examining Self as Teacher (taken spring 07 or later)..... 3

   Block 1

   EDUC-P 250 General Education Psychology..... 2

   EDUC-P 251 Educational Psychology for Elementary Teachers 2

   EDUC-M 201 Field Experience 0/1

   EDUC-M 300 Teaching in Pluralistic Society..... 3

   EDUC-M 301 Field Experience 1

   Block 2

   EDUC-M 310 General Methods 3

   EDUC-M 301 Field Experience 1

   EDUC-E 337 Classroom Learning Environments . 3

   Block 3

   EDUC-E 339 Method of Teaching Language Arts 3

   EDUC-E 340 Methods of Teaching Reading I..... 3

   EDUC-M 301 Field Experience 0/1

EDUC-E 325 Social Studies in the Elementary Schools 3
EDUC-M 301 Field Experience 0/1
EDUC-W 310 Computer Based Teaching Methods 3

Block 4

EDUC-E 328 Science in the Elementary Schools ... 3
EDUC-E 343 Mathematics in the Elementary Schools 3
EDUC-M 301 Field Experience 0/1
EDUC-E 341 Methods of Teaching Reading II 3
EDUC-M 301 Field Experience 0/1

Other Professional Education Courses Not in a Block

EDUC-K 205 Introduction to Exceptional Children 3
EDUC-E 449 Trade Books and the Teacher 3
EDUC-M 323 Teaching Music in Elementary School 2
EDUC-M 333 Art Experience for the Elementary Teacher 2
EDUC-E 495 Physical Education/Health Course Workshop 3

Block 5

EDUC-M 425 Elementary Student Teaching..... 12

5. Sciences (at least 11 credit hours including 1 lab course)

   BIOL-L 100 Humans and the Biological World .3/5
   CHEM-C 104 Physical Sciences and Society 3
   GEOG-G 107 Physical Systems of Environment .. 3
   GEOG-G 108 Physical Systems of Environment–Lab 2

6. Social Studies (at least 15 credit hours)

   ECON-E 100 Current Economic Topics 3
   GEOG-G 201 World Regional Geography 3
   HIST-H 101 The World in the Twentieth Century. 3
   HIST-H 105 or H 106 American History I-II 3
   POLS-Y 103 Introduction to American Politics 3

7. Electives or Subject Concentrations (6–16, enough to equal a total of 130 credit hours when added to requirement). Students may use their electives to develop areas in depth, to broadly explore areas in the curriculum, to strengthen areas of weakness, or to take courses that are interesting to them.

8. W 131, S 121, and the literature course must be completed prior to second block of elementary education program (General Methods).

9. E 449 must be completed before or during third block of elementary education program (Language Arts/Reading I/Social Studies Methods).

10. Students can have only one social studies content course not completed by the time they take Language Arts/Reading I/Social Studies Methods Block. This social studies content course must be taken concurrently with the Language Arts/Reading I/Social Studies Methods Block.

11. Students must have all three mathematics T courses (T 101, T 102, T 103) completed prior to the Mathematics/Science Methods Block.

12. Students can have only one science content course not completed by the time they take the Mathematics/Science Block. This science content course must be taken concurrently with the Mathematics/Science Methods Block.

13. All course work must be completed prior to student teaching.

Adding Licenses to the General Elementary Program

Computer Education License

For a computer license, candidates must complete the following courses:

EDUC-W 200 Computers in Education 3
EDUC-W 220 Technical Issues in Computer-Based Education 3
EDUC-W 310 Computer-Based Teaching Methods 3
EDUC-R 341 Multimedia in Instructional Design 3
EDUC-W 410 Practicum in Computer-Based Education 3

Middle School/Early Adolescence License

Elementary teachers who want to be licensed to teach in junior high or middle schools (grades 5-9) must meet the standards for early adolescence generalist licensure and the specific content area in which they will be licensed. Additionally, middle school teachers must take and receive a passing score on the appropriate Praxis II content test.

Professional Education Courses

A minimum GPA of 2.5 is required. An elementary major may add certification to teach in junior high and middle school by completing course work in additional professional education courses and in one of the following content areas: science, social studies, language arts, or mathematics.

Professional Education Courses

EDUC-P 313 Adolescents in a Learning Community

EDUC-M 303 Field Experience in Junior High/Middle School

EDUC-S 486 Principles of Junior High/Middle School Education

EDUC-M 301 Laboratory-Field Experience for EDUC-S 486

EDUC-M 301 Extra Field Experience in their Content Area

EDUC-M 470 Practicum: Student Teaching in Junior High/Middle Schools

The suggested sequence of courses for candidates entering the fall cohort group is:

Fall Semester
P 250/P 251/M 201 (block)–P 313/M 303

Spring Semester
M 310/M 311/M 301 (block)–S 486/M 301

Fall Semester
E 325, E 339/E 340/M 301 (block)

Spring Semester
E 328, E 343, M 301–Middle School M 301

Fall Semester
M 425 and M 470

The suggested sequence of courses for candidates entering the spring cohort group is:

Spring Semester
P 250/P 251/M 201– no middle school professional education course

Fall Semester
M 310/M 311/M 301 (block)– P 313/M 303

Spring Semester
E 325, E 339/E 340/M 301 (block)– S 486/M 301

Fall Semester
E 328, E 343, M 301, and one extra hour of M 301

Spring Semester
M 425 and M 470Content Area Requirements

Science (25-27 credits, 14-15 beyond general education requirements; see following notes)

In order to be able to teach science to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

Introductory Biology

BIOL-L 100 Humans and the Biological World ..... 5 cr.

Introductory Earth Science (See note 1)

GEOL-G 100 Earth Science: Geologic Concepts (1) ..... 5 cr.

OR

GEOL-G 107 Physical Systems & the Environment ..... 5 cr.

Introductory Chemistry (2)

Both of these:

CHEM-C 101 Elementary Chemistry I ..... 3 cr.

CHEM-C 121 Elementary Chemistry Lab I..... 2 cr.

Introductory Physics (2)

PHYS-P 100 Physics in the Modern World..... 5 cr.

Other Science Courses

Choose One:

AST-A 100 The Solar System ..... 3 cr.

AST-A 105 Stellar System..... 3 cr.

Choose One:

BIOL-L 303 Field Biology..... 3 cr.

BIOL-L 304 Marine Biology..... 3 cr.

BIOL-L 350 Environmental Biology ..... 3 cr.

GEOG-G 315 Environmental Conservation..... 3 cr.

GEOG-G 304 Meteorology & Physical Climatology ..... 3 cr.

TOTAL 25-27 cr.

Notes:

(1) Either of these options may be petitioned to count in place of GEOG-G 107.

(2) CHEM-C 101/121 and PHYS-P 100 together may be petitioned to count in place of CHEM-C 104.

Social Studies (30 credits, 15 beyond general education requirements)

In order to be able to teach social studies to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

History (18 credit hours)

HIST-H 101 The World in the Twentieth Century

HIST-H 105 American History: General Course 1

HIST-H 106 American History: General Course II

HIST-H 103 Europe: Renaissance to Napoleon

HIST-G 100 Introduction to Asian History

One of the following:

HIST-A 301 Colonial and Revolutionary America I

HIST-A 302 Colonial and Revolutionary America II

HIST-A 303 United States 1789-1865 I

HIST-A 304 United States 1789-1865 II

Geography (6 credit hours)

GEOG-G 201 World Regional Geography

GEOG-G 110 Introduction to Human Geography

Political Science (3 credit hours)

POL-Y 103 Introduction to American Politics

Economics (3 credit hours)

ECON-E 100 Current Economic Topics

Language Arts (30 credits, 15 beyond general education requirements)

In order to be able to teach language to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

Writing (9 credit hours)

W 131 Elementary Composition I

W 300 Writing for Teachers

W 203 Creative Writing

Literature (12 credit hours)

World Focus (choose one):

L 101 Western World Masterpieces I

L 102 Western World Masterpieces II

American Focus (choose one):

L 351 American Literature to 1865

L 352 American Literature 1865-1914

L 354 American Literature Since 1914

Children's Literature

E 449 Trade Books

One Additional Literature Course (choose one):

L 297

L 298

L 299

Specific Methods (3 credit hours)

M 464 Methods of Teaching High School Reading

Speech (3 credit hours)

S 121 Public Speaking

One of the following (3 credit hours):

X 490 Literature for Adolescents

T 120 Acting I

S 122 Interpersonal Communications Course

Mathematics (24-26 credits, 15-17 beyond general education requirements):

In order to be able to teach mathematics to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

MATH-T 101 Mathematics for Elementary Teachers I

MATH-T 102 Mathematics for Elementary Teachers II

MATH-T 103 Mathematics for Elementary Teachers III

MATH-M 110 Excursions in Mathematics

MATH-M 118 Finite Mathematics

Either MATH-M 122 College Algebra OR MATH-M 125 Precalculus Mathematics

Either MATH-M 119 Brief Survey of Calculus or MATH-M 215 Analytic Geometry and Calculus

MATH-K 300 Statistical Techniques

Adding Licenses to the General Elementary Program

1. W 131,S 121, and the literature course must be completed prior to second block of Elementary Education Program (General Methods).
2. E 449 must be completed before or during third block of elementary education program (Language Arts/Reading I/Social Studies Methods).
3. Students can have only one social studies content course not completed by the time they take Language Arts/Reading I/Social Studies Methods Block. This social studies content course must be taken concurrently with the Language Arts/Reading I/Social Studies Methods Block.
4. Students must have all three mathematics T courses (T 101, T 102, T 103) completed prior to the Mathematics/Science Methods Block.
5. Students can have only one science content course not completed by the time they take the Mathematics/Science Block. This science content course must be taken concurrently with the Mathematics/Science Methods Block.
6. All course work must be completed prior to student teaching.

Computer Education License

For a computer license, candidates must complete the following courses:

EDUC-W 200 Computers in Education 3

EDUC-W 220 Technical Issues in Computer-based Education 3

EDUC-W 310 Computer-Based Teaching Methods..... 3

EDUC-R 341 Multimedia in Instructional Design..... 3

EDUC-W 410 Practicum in Computer-Based Education 3

Middle School/Early Adolescence License

Elementary teachers who want to be licensed to teach in junior high or middle schools (grades 5-9) must meet the standards for early adolescence generalist licensure and the specific content area in which they will be licensed. Additionally, middle school teachers must take and receive a passing score on the appropriate Praxis II content test.

Professional Education Courses

A minimum GPA of 2.5 is required. An elementary major may add certification to teach in junior high and middle school by completing course work in additional professional education courses and in one of the following content areas: science, social studies, language arts, or mathematics.

Professional Education Courses

EDUC-P 313 Adolescents in a Learning Community

EDUC-M 303 Field Experience in Junior High/Middle School

EDUC-S 486 Principles of Junior High/Middle School Education

EDUC-M 301 Laboratory-Field Experience for EDUC-S 486

EDUC-M 301 Extra Field Experience in their Content Area

EDUC-M 470 Practicum: Student Teaching in Junior High/Middle Schools

The suggested sequence of courses for candidates entering the fall cohort group is:

Fall Semester
P 250/P 251/M 201 (block)– P 313/M 303

Spring Semester
M 310/M 311/M 301 (block)– S 486/M 301

Fall Semester
E 325, E 339/E 340/M 301 (block)

Spring Semester
E 328, E 343, M 301–Middle School M 301

Fall Semester
M 425 and M 470

The suggested sequence of courses for candidates entering the spring cohort group is:

Spring Semester
P 250/P 251/M 201–No middle school professional education course

Fall Semester
M 310/M 311/M 301 (block)–P 313/M 303

Spring Semester
E 325, E 339/E 340/M 301 (block)–S 486/M 301

Fall Semester
E 328, E 343, M 301, and one extra hour of M 301

Spring Semester
M 425 and M 470 Content Area Requirements

Science (25-27 credits, 14-15 beyond general education requirements; see following notes)

In order to be able to teach science to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

Introductory Biology

BIOL-L 100 Humans and the Biological World 5 cr.

Introductory Earth Science (See note 1)

GEOL-G 100 Earth Science: Geologic Concepts (1) ..... 5 cr.
OR
GEOL-G 107 Physical Systems and the Environment ..... 5 cr.

Introductory Chemistry (2)

Both of these:
CHEM-C 101 Elementary Chemistry I 3
CHEM-C 121 Elementary Chemistry Lab I..... 2 cr.

Introductory Physics (2)
PHYS-P 100 Physics in the Modern World..... 5 cr.

Other Science Courses

Choose one:

AST-A 100 The Solar System	3 cr.
AST-A 105 Stellar System	3 cr.

Choose one:

BIOL-L 303 Field Biology	3 cr.
BIOL-L 304 Marine Biology	3 cr.
BIOL-L 350 Environmental Biology	3 cr.
GEOG-G 315 Environmental Conservation	3 cr.
GEOG-G 304 Meteorology and Physical Climatology	3 cr.
TOTAL	25-27 cr.

Notes:

(1) Either of these options may be petitioned to count in place of GEOG-G 107.

(2) CHEM-C 101/121 and PHYS-P 100 together may be petitioned to count in place of CHEM-C 104.

Social Studies (30 credits, 15 beyond general education requirements)

In order to be able to teach social studies to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

History (18 credit hours)

HIST-H 101 The World in the Twentieth Century

HIST-H 105 American History: General Course 1

HIST-H 106 American History: General Course II

HIST-H 103 Europe: Renaissance to Napoleon

HIST-G 100 Introduction to Asian History

One of the following:

HIST-A 301 Colonial and Revolutionary America I

HIST-A 302 Colonial and Revolutionary America II

HIST-A 303 United States 1789-1865 I

HIST-A 304 United States 1789-1865 II

Geography (6 credit hours)

GEOG-G 201 World Regional Geography

GEOG-G 110 Introduction to Human Geography

Political Science (3 credit hours)

POL-Y 103 Introduction to American Politics

Economics (3 credit hours)

ECON-E 100 Current Economic Topics

Language Arts (30 credits, 15 beyond general education requirements)

In order to be able to teach language to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

Writing (9 credit hours)

W 131 Elementary Composition I

W 300 Writing for Teachers

W 203 Creative Writing

Literature (12 credit hours)

World Focus (Choose one):

L 101 Western World Masterpieces I

L 102 Western World Masterpieces II

American Focus (Choose one):

L 351 American Literature to 1865

L 352 American Literature 1865-1914

L 354 American Literature Since 1914

Children's Literature

E 449 Tradebooks

One additional literature course (Choose one):

L 297

L 298

L 299

Specific Methods (3 credit hours)

M 464 Methods of Teaching High School Reading

Speech (3 credit hours)

S 121 Public Speaking

One of the Following (3 credit hours):

X 490 Literature for Adolescents

T 120 Acting I

S 122 Interpersonal Communications Course

Mathematics (24-26 credits, 15-17 beyond general education requirements):

In order to be able to teach mathematics to early adolescents in middle or junior high schools (grades 5-9), the candidate must complete the following content courses:

MATH-T 101 Mathematics for Elementary Teachers I

MATH-T 102 Mathematics for Elementary Teachers II

MATH-T 103 Mathematics for Elementary Teachers III

MATH-M 110 Excursions in Mathematics

MATH-M 118 Finite Mathematics

Either MATH-M 122 College Algebra or
MATH-M 125 Precalculus Mathematics

Either MATH-M 119 Brief Survey of Calculus or
MATH-M 215 Analytic Geometry and Calculus

MATH-K 300 Statistical Techniques

Special Education (Bachelor of Science in Education)

Candidates for the Bachelor of Science in Special Education should first review "General Requirements for Undergraduate Degrees at IU Southeast."

Course Requirements

The bachelor's degree in special education leads to an Indiana license to teach students with disabilities, grades K-12. This special education license is in the area of Mild Intervention. Guided experiences with a wide range of children and youth and master special educators are the foundation of the program. Students have multiple and varied experiences in schools.

Elementary or Secondary education majors wanting to pursue a license in Mild Intervention should consult with the coordinator of the Special Education Program for specifics. Individuals teaching full time with an emergency permit in special education who do not have an initial standard teaching license need to complete the postbaccalaureate Initial-License Program described in the Graduate Studies section that follows.

Cohort Groups

Special education and elementary education majors are placed in the same cohort groups and will progress together, staring with Block 1: Educational Psychology. Candidates who do not move through subsequent method blocks with their original cohort group may only enter a later cohort group if space permits. The size of the cohort groups will be limited to the number of students that can be effectively accommodated given the available resources.

Application Process

All students intending to enter the Special Education Program start by applying to enroll in Block 1: Education Psychology (P 250/P 251/M 201). Students must attend an application admission session hosted by the Student Success Center to obtain an application. All applications must be submitted to the School of Education by the announced deadline date for each semester. All applications must have a copy of the student's Praxis I scores attached. Applications will be reviewed by the special education faculty within the School of Education. Formal letters notifying students of their acceptance status and any admission stipulations will be mailed by the deadline stated in the application packet. Accepted students will be electronically authorized for P 250/P 251/M 201 and must register for these courses by the deadline stated in the application packet. Accepted students who do not register for P 250/P 251/M 201 by the deadline will be administratively dropped from the cohort group and will need to reapply in future semesters. Students who are not accepted may reapply for admission the following semester.

Criteria for Application

The criteria for application parallels that of the Elementary Education Program. See similar section in the Elementary Education information portion that precedes Special Education.

Under special circumstances, a student may be admitted under alternate criteria. However, if a student admitted under alternate criteria for special education transfers to the elementary education program, the student will need to meet all basic criteria for elementary education majors.

There are four major summative decision points for the Special Education Program. The first decision point is at Block 1. The second decision point is at the end of the General Methods Block and where full acceptance is considered. The third is permission to student teach. The fourth decision point is at the end of student teaching and degree completion. At each summative decision point, candidates are formally evaluated on specific criteria and a decision is made regarding each student's status in the program. A candidate's continuation status may be reevaluated at points other than summative decision points if significant difficulties are noted.

Student Learning Goals

Candidates majoring in special education are expected to commit to demonstrating three broad program outcomes: (a) understanding their students' needs and contexts, (b) collaboratively planning and implementing effective learning experiences, and (c) continuously assessing the effects of their professional choices. The 10 specific program standards derived from the content and developmental standards promulgated by the Indiana Professional Standards Board are consistent with INTASC and Council for Exceptional Children standards.

The program standards include the following areas:

1. Foundations
2. Development and Characteristics of Learners
3. Individual Learning Difference
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Communication
7. Instructional Planning
8. Assessment
9. Professional and Ethical Practice
10. Collaboration

Program Structure

Course work leading to the B.S. in Special Education has two components:

1. **General Education**
   These requirements meet the campuswide general education requirements.
2. **Professional and Pedagogical Studies**
   Students complete courses and experiences leading to successful demonstration of what special educators need to know and be able to do. All-learners content courses focus on knowledge, skills, and dispositions needed by all teachers. Specialty-area content courses target particular knowledge and skills for special educators.

Degree Requirements

For a bachelor's degree in special education, students must satisfy all general rules for undergraduate education programs, rules for admission to the program, requirements for remaining in good standing, criteria for admission to student teaching, and eligibility for a degree described in the undergraduate general information section of the "School of Education" portion of this Bulletin.

Completion of the degree, faculty recommendation, and passage of state-mandated tests, along with a satisfactory criminal history check, are needed to apply for an Indiana all-grade (K-12) license in Mild Intervention. Candidates interested in Kentucky certification should consult with the program advisor.

Degree completion is contingent upon students passing four summative decision points. Information about decision points can be found on the program Web site.

1. General Education Requirements

COAS-S 104 (1 cr.)

Arts & Letters (18 credit hours)

ENG-W 131 (3 cr.)

ENG-W 270 or W 290 (3 cr.)

SPCH-S 121 (3 cr.)

FINA-H 100; MUS-M 174; THTR-T 105, T 120 (3 cr.)

ENG-L 101, 102, 104, 106, 297, 299, 352, 354, 356; HUMA-H 101 or 102 (3 cr.)

PHIL-P 100, P 140, P 145 (3 cr.)

Natural Science (17 credit hours)

MATH-T 101, 102, 103 (9 cr.)

Complete a, b or c below:

a. BIOL-L 100 (3 cr.) and CHEM-C 101/121 (5 cr.)

b. BIOL-L 100 (5 cr.) and CHEM-C 104 (3 cr.)

c. BIOL-L 100 (5 cr.) and CHEM-C 101 (3 cr.)

Social Science (9 cr. hrs.) One from each group:

a. POLS-Y 103, Y 107, Y 109 (3 cr.)

b. HIST-H 105, 106, GEOG-G 110 (3 cr.)

c. SOC-S 163 or GEOG-G 201 (3 cr.)

(***Note:*** Cannot use both G 110 and G 201; only one allowed)

2. **All-Learners Content** (41-45 credit hours)
   EDUC-E 339/340/M 301 Reading/Language Arts (6-7 cr.)
   EDUC-E 341/M 301 Reading II (3-4 cr.)
   EDUC-E 325/M 301 Social Studies Methods (3-4 cr.)
   EDUC-E 328/343/M 301 Math and Science in Elementary (6-7 cr.)
   EDUC-E 449 Trade Books and the Teacher (3 cr.)
   EDUC-H 340 Education and American Culture (3 cr.)
   EDUC-K 205 Introduction to Exceptional Child (3 cr.)
   EDUC-M 310/311/301 General Methods (4 cr.)
   EDUC-P 250/251/M 201 Educational Psychology/ Elementary (5 cr.)
   EDUC-K 490 Special Topics: Adolescence and Disability (2 cr.)
   EDUC-W 310 Integrating Technology in K-12 (3 cr.)
3. **Specialty Area Content** (42 credit hours)
   K 345 Academic and Behavioral Assessment .....(3 cr.)
   K 352 Education of Children with Learning Problems .....(3 cr.)
   K 490 Introduction to Assessment .....(3 cr.)
   K 453 Management of Academic and Social Behavior .....(3 cr.)
   K 480/K 488 Student Teaching .....(12 cr.)
   K 490A Partnerships .....(3 cr.)
   K 490B, C, D AT; TBI and Autism; Functional Curriculum .....(3 cr.)
   M 470A, B, C Practicum .....(9 cr.)
4. Adult CPR Certification
5. Plus enough electives to total 130 credit hours

Performance-Level Requirements

In order to complete the degree, special education majors must:

a. pass the First-Year Seminar and complete the degree with at least a 2.5 GPA;

b. earn a grade of B- or higher in all specialty area content courses;

c. have a grade of C or higher in each all-learners course;

d. have a Satisfactory in all courses graded S/F;

e. have no less than a 2.5 GPA in the required mathematics courses (each with a grade of C or higher), the communication cluster (i.e., S 121, W 131, and W 290) and each general education group (i.e., Arts and Letters, Social Science, and Natural Science); and

f. pass all four summative decision points.

Secondary Education (Bachelor of Science in Education)

Candidates for the bachelor of science degree should first review "General Requirements for Undergraduate Degrees at IU Southeast."

Note: The contents of this *Bulletin* are subject to change by the School of Education. Students are responsible for consulting with their advisors regularly. Notices of program changes will be posted on the School of Education's Web site.

The Secondary Education degree leads to an initial license for the State of Indiana and/or a Statement of Eligibility for Kentucky. Those seeking licensing in another state should consult with a licensing advisor in the School of Education.

Secondary Education/Early Adolescence and Adolescence and Young Adults

Students intending to pursue a major in secondary education may transfer their records to the School of Education once they have completed 12 credit hours (excluding developmental courses) with a minimum cumulative GPA of 2.75 and a minimum grade of C (2.0) in ENG-W 131.

Criteria for Admission

Admission to the Secondary Education Program comes at Summative Decision Point I. The procedure provides the faculty with opportunities to exercise professional judgment on the suitability of the candidate for a teaching career. Admission to the Secondary Education Program is based on a number of factors designed to select high-quality, prospective teachers and is also limited to the number of students who can be effectively accommodated given the available resources. Admission to and good standing in the Secondary Education Program are required for enrolling in certain professional education courses.

To be eligible for admission to the Secondary Education Program, secondary candidates must:

1. meet university general education requirements as prescribed by the program.
2. maintain a minimum GPA of 2.75 in all IU course work.
3. earn a grade of C (2.0) or higher and maintain a minimum GPA of 2.75 in all required education courses. (Grades from courses transferred from other colleges will be used to compute this GPA.)

4. earn a grade of C (2.0) or higher and maintain a minimum GPA of 2.75 in each licensing area. (Grades from courses transferred from other colleges will be used to compute this GPA.)
5. earn a grade of C (2.0) or higher and receive positive recommendations in EDUC-H 340 or EDUC-F 200 and have a minimum GPA of 2.75 in professional education courses.
6. complete ENG-G 207, ENG-W 131, SPCH-S 121, and ENG-W 270, W 290, or W 350 with a minimum grade of C (2.0) in each and a minimum GPA of 2.75 for the four courses combined.
7. pass all sections (reading, writing, and mathematics) of Praxis I.
8. take and pass a mathematics course MATH-M 117 or higher with at least a C.

Program Requirements A bachelor's degree in secondary education with teaching majors in language arts, mathematics, science (chemistry, earth space, life, or physical), or social studies is offered by IU Southeast. Additionally, students in other degree programs may obtain teacher licensure in these secondary fields by completing the requirements listed.

In order to complete requirements and be licensed, the secondary candidate must:

1. Be admitted to the university.
2. Have passing scores on all sections (reading, writing, mathematics) of Praxis I.
3. Be admitted to the Secondary Education Program.
4. Be admitted to student teaching preceding the student teaching semester.
5. Complete an application for the degree by October 1 prior to graduation in May.
6 Complete all course and degree requirements including 130 credit hours not counting remedial and/or repeated courses.
7. Have passing scores on all parts of Praxis II required by states for licensure.
8. Evidence of state approved CPR training is required for an Indiana license. (Required for IN license, but not for degree.)

Student Learning Goals

The IPSB/INTASC Standards provide a focus for SEP candidate learning goals. Those goals are the following:

1. Candidates understand and can teach the content areas that they will be licensed to teach;
2. Candidates understand and can use their knowledge of adolescent development to help young people in their development;
3. Candidates understand how students differ in their approaches to learning and can create learning opportunities that are adapted to diverse learners;
4. Candidates understand and can use a variety of instructional strategies, including the use of technology;
5. Candidates understand classroom motivation and management and can create a positive learning environment;
6. Candidates can communicate effectively verbally, nonverbally, and in writing;
7. Candidates can plan instruction based on their knowledge of the subject matter, students, the community, and curriculum goals;
8. Candidates understand and can use formal and informal assessment strategies;
9. Candidates are reflective practitioners who continually evaluate their effectiveness and who seek opportunities to grow professionally; and,
10. Candidates have the skills and knowledge to foster positive relationships with school colleagues, parents, and community agencies.

Course Requirements

Note: *=2.75 GPA; +=no grade less than C

+*General Requirements

Humanities: SPCH-S 121, ENG-W 131, ENG-G 207, ENG-W 290 or W 350 or W 270, FINA-H 100 or MUS-M 174, PHIL-P 100 or P 140 18

Life and Physical Sciences: MATH-M 117, M 118, M 119, M 122, M 125 or M 215.....3

Two courses from two different disciplines. One course must include a lab component. AST-A 100, BIOL-L 100, BIOL-L 101, CHEM-C 100, CHEM-C 104, CHEM-C 101/121, CHEM-C 105/125, GEOG-G 107, GEOL-G 100, PHYS-P 100, PHYS-P 201.....3

Social and Behavior Sciences: SOC-S 163, POLS-Y 103 or Y 107 or Y 109, HIST-H 101, or H 103, or H 104 or H 105, or H 106, E 100, or F 100, or G 100, or H 207, ANTH-E 105, or ECON-E 100 or GEOG-G 201 or PSY-P 101.

+*Professional Education

EDUC-F 200 Examining Self as Teacher 3

EDUC-W 200 Using Computers in Education.....3

Candidates must be admitted to the Secondary Education Program to enroll in the P 312/313/M 303 block

EDUC-P 312 Learning Theory into Practice.....3
EDUC-P 313 Adolescents in a Learning Community ..2
EDUC-M 303 Field Experience in Junior .....
High/Middle School 1
EDUC-M 314 General Methods for Senior .....
High/Junior High/Middle School Teachers.....3
EDUC-M 301 Laboratory/Field Experience in General Methods 1
EDUC-M 464 Methods in Teaching High School Reading 3
EDUC-M 441, M 446, M 452, M 457 Methods in the major area 3
EDUC-M 480 Student Teaching in the Secondary School 10

Programs Available for Teacher Licensing in Secondary Education

Candidates seeking to be licensed as secondary teachers must select one of the following four areas: language arts, mathematics, science, or social studies. The requirements for each of the areas are listed as follows.

**+Language Arts (39 credit hours)*

ENG-G 205 Introduction to the English Language...3
ENG-L 101 Western World Masterpieces I.....3
ENG-L 102 Western World Masterpieces II 3
ENG-L 220 Introduction to Shakespeare OR ENG-L 313 Early Plays of Shakespeare OR ENG-L 314 Late Plays of Shakespeare.....3
EDUC-X 490 Literature for Adolescents 3
ENG-W 203 Creative Writing 3
ENG-W 350 Advanced Expository Writing.....3
JOUR-C 200 Introduction to Mass Communication.3
THTR-T 115 Oral Interpretation I OR
SPCH-325 Interviewing Principles and Practice.....3

Select two courses from the following:

ENG-L 297 English Lit to 1600..... 3
ENG-L 298 English Lit from 1600 to 1830 3
ENG-L 299 English Lit Since 1830..... 3

Select two courses from the following:

ENG-L 351 American Literature to 1865 3
ENG-L 352 American Literature 1865-1914 3
ENG-L 354 American Literature since 1914..... 3

**+Mathematics (36 credit hours)*

MATH-M 215 Calculus I..... 5
MATH-M 216 Calculus II 5
MATH-M 303 Linear Algebra for Undergraduates.. 3
MATH-M 360 Elements of Probability 3
MATH-M 366 Elements of Statistical Inference 3
MATH-M 380 History of Mathematics..... 3
MATH-M 436 Introduction to Geometries 3
MATH-M 391 Introduction to Mathematics Reasoning or MATH-M 403 Intro to Modern Algebra I 3
Electives .....
MATH-M 118 Finite Mathematics or above 8

**+Science*

Select at least one of the following four areas:

**+Chemistry (43)*

CHEM-C 105/C 125 Principles of Chemistry I....3/2
CHEM-C 106/C 126 Principles of Chemistry II ..3/2
PHYS-P 201 Gen. Physics I or P 221 Physics II..... 5
PHYS-P 202 Gen. Physics II or P 222 Physics II 5
CHEM-C 341/C 343 Organic Chemistry I/Lab ...3/2
CHEM-C 342 Organic Chemistry II Lectures 3
CHEM-C 361 Physical Chemistry of Bulk Matter or CHEM-C 362 Physical Chemistry of Molecules..... 3
CHEM-C 300-400 electives..... 9
EDUC-Q 450 Science, Technology and Society for a Changing World..... 3

**+Earth-Space Science (38)*

GEOL-G 100 Earth Science..... 5
GEOL-G 221 Introductory Mineralogy 4
AST-A 100 The Solar System..... 3
AST-A 105 Stellar Astronomy 3
CHEM-C 101/C 121 Elementary Chemistry I/ Elementary Chemistry Lab or C 105/C 125 Principles of Chemistry I/Experimental Chemistry I.....3/2
PHYS-P 100 Physics in the Modern World or P 201 General Physics..... 5
GEOG-G 304 Meteorology & Physical Climatology 3
GEOL electives G 180 and above, or GEOG-G 307, G 308, G 404, or G 315 7
EDUC-Q 450 Science, Technology, and Society for a Changing World..... 3

**+Life Science (43)*

BIOL-L 101 Principles of Biology I..... 5
BIOL-L 102 Principles of Biology II..... 5
BIOL-L 211 Molecular Biology..... 3
BIOL-L 311/L 319 Genetics/Genetics Lab 3/3
BIOL-L 473/L 474 Ecology/Lab in Ecology 3/2
BIOL-L 318 Evolution 5
PHSL-P 130 Human Biology..... 3
PLSC-B 370 Plant Physiology 5

300-400 level elective in biology, microbiology, plant science, physiology, or zoology 3

EDUC-Q 450 Science, Technology, and Society for a Changing World..... 3

*+*Physical Science (39)*

CHEM-C 105/C 125 Principles of Chemistry I/ Experimental Chemistry I 3/2

CHEM-C 106/C 126 Principles of Chemistry II/ Experimental Chemistry II.....3/2

CHEM-C 341/C 343 Organic Chemistry I Lectures/ Organic Chemistry Lab.....3/2

CHEM-C 300-400 elective..... 3

PHYS-P 201 General Physics or P 221 Physics I ..3/2

PHYS-P 202 General Physics or P 221 Physics II .3/2

PHYS-P 301/P 309 Physics III/Intermediate Physics Lab 3/2

PHYS-P 300/400 elective..... 3

EDUC-Q 450 Science, Technology, and Society for a Changing World..... 3

Kentucky does not grant a teaching license for a physical science major.

*+*Social Studies*

Must complete historical perspectives, two other areas in social studies, and diversified social studies:

*+*Historical Perspectives (21 credit hours)*

HIST-H 101 World in Twentieth Century I..... 3

HIST-H 103 Europe: Renaissance to Napoleon or HIST-H 104 Europe: Napoleon to present 3

HIST-H 105 American History I..... 3

HIST-H 106 American History II..... 3

HIST (non-western)..... 3

HIST-A 301 or A 302 Colonial and Revolutionary America I-II or A 303 or A 304 United States 1789-1865 I-II..... 3

HIST-A 307 American Cultural History or A 313 Origins of Modern America or A 314 or A 315 Recent U.S. History I-II or A 317 American Social History, 1865-Present..... 3

*+*Government and Citizenship (15 credit hours)*

POLS-Y 103 Introduction to American Politics..... 3

POLS-Y 105 Introduction to Political Theory 3

POLS-Y 109 Introduction to World Politics or POLS-P 107 Introduction to Comparative Politics .. 3

POLS-Y (300-400 level elective) 3

POLS-Y (300-400 level elective) 3

*+*Psychology (18 credit hours)*

PSY-P 101 Introductory Psychology I..... 3

PSY-P 102 Introductory Psychology II..... 3

PSY-P 250 Research and Quantitative Methods in Psychology I 3

PSY-P 251 Research and Quantitative Methods in Psychology II..... 3

PSY-B 310 Life-Span Development 3

PSY-P (300-400 level elective)..... 3

*+*Sociology (15 credit hours)*

SOC-S 163 Social Problems 3

SOC-R 220 The Family..... 3

SOC-S 325 Criminology or SOC-S 328 Juvenile Delinquency or SOC-S 447 Theories in Social Change..... 3

SOC-S (300-400-level elective) 3

SOC-S (300-400-level elective) 3

*+*Economics (15 credit hours)*

ECON-E 100 Current Economic Topics..... 3

ECON-E 200 Fundamentals of Economics 3

ECON-E (300-400-level elective) 3

ECON-E (300-400-level elective) 3

ECON-E (300-400-level elective) 3

*+*Geographical Perspective (Human) (15 credit hours)*

GEOG-G 107 Physical Systems of the Environment 3

GEOG-G 110 Introduction to Human Geography... 3

GEOG-G 201 World and Regional Geography..... 3

Two Geography courses from G 213, G 308 G 314, G 315, G 317, G 320, G 323, G 326, G 418, G 425, G 428, and G 432 6

*+*Diversified Social Studies*

Candidates seeking to be licensed as secondary social studies teachers must take all of the following courses. Candidates who are not social studies majors and who want to add one or more areas in social studies to their license must take one course each from four different content areas (anthropology, economics, geography, history, political science, psychology, and sociology) listed as follows. The four different areas are not to include the area in which licensing is being sought.

ANTH-E 105 Culture and Society..... 3

ECON-E 100 Current Economic Topics 3

GEOG-G 201 World Regional Geography 3

HIST-H 105 American History I..... 3

HIST-H 106 American History II 3

POLS-Y 103 Introduction to American Politics..... 3

PSY-P 101 Introductory Psychology I..... 3

SOC-S 163 Social Problems 3

Additional Licensing Areas

Candidates who have teaching majors in language arts, mathematics, science, or social studies may add one or more of the areas listed as follows. They must complete all the course work listed in the specific licensing area plus candidates adding an area in social studies must complete the diversified requirement above). *Kentucky does not currently grant teaching licenses to those who have only a minor in a content area.*

+**Computer Education (credit hours)*

**+Economics (15 credit hours)*

ECON-E 100 Current Economic Topics 3
ECON-E 200 Fundamentals of Economics 3
ECON-E (300-400-level elective) 9

**+Geographical Perspective (Human) (15 credit hours)*

GEOG-G 107 Physical Systems of the Environment 3
GEOG-G 110 Introduction to Human Geography ... 3
GEOG-G 201 World and Regional Geography 3
Two Geography courses from G 213, G 308, G 314, G 315, G 317, G 320, G 323, G 326, G 425, G 428, and G 432 6

+**German (24 credit hours)*

GER-G 200 Oral Practice, Writing and Reading I 3
GER-G 250 Oral Practice, Writing and Reading II ... 3
GER-G 300 Deutsch: Mittelstufe I 3
GER-G 330 Deutsch: Mittelstufe II 3
GER-G 305 Introduction to German Literature: Genres 3
GER-G 363 Deutsche Kulturgeschichte 3
Electives in German (200-400 level) 6

**+Government and Citizenship (15 credit hours)*

POLS-Y 103 Introduction to American Politics 3
POLS-Y 105 Introduction to Political Theory 3
POLS-Y 109 Introduction to World Politics or POLS-P 107 Introduction to Comparative Politics 3
POLS-Y (300-400 level elective) 3
POLS-Y (300-400 level elective) 3

**+Historical Perspectives (21 credit hours)*

HIST-H 101 World in Twentieth Century I 3
HIST-H 103 Europe: Renaissance to Napoleon or HIST-H 104 Europe: Napoleon to Present 3
HIST-H 105 American History I 3
HIST-H 106 American History II 3
HIST (non-western) 3
HIST-A 301 or A 302 Colonial and Revolutionary America I-II or A 303 or A 304 United States 1789-1865 I-II 3
HIST-A 307 American Cultural History or A 313 Origins of Modern America or A 314 or A 315 Recent U.S. History I-II or A 317 American Social History, 1865-Present 3

+**Journalism (24 credit hours)*

JOUR-C 200 Introduction to Mass Communication 3
JOUR-J 200 Reporting, Writing and Editing I 3
JOUR-C 327 Writing for Publication 3
JOUR-J 341 Newspaper Reporting 3
JOUR-J 344 Photojournalism 3
JOUR-J 351 Newspaper Editing 3
JOUR-J 405 Supervision of School Publications 3
Electives in Journalism (200-400 level) 3

+**Language Arts (24 credit hours)*

ENG-G 205 Introduction to the English Language 3
ENG-L 101 Western World Masterpieces I 3
ENG-L 102 Western World Masterpieces II 3
ENG-W 203 Creative Writing 3
ENG-W 350 Advanced Expository Writing 3
JOUR-C 200 Intro to Mass Communication 3

Select one course from the following:

ENG-L 297 English Lit to 1600 3
ENG-L 298 English Lit from 1600 to 1830 3
ENG-L 299 English Lit since 1830 3

Select one course from the following:

ENG-L 351 American Literature to 1865 3
ENG-L 352 American Literature 1865-1914 3
ENG-L 354 American Literature since 1914 3

+**Science*

+**Chemistry (23 credit hours)*

CHEM-C 105/C 125 Principles of Chemistry I/ Experimental Chemistry I 3
CHEM-C 106/C 126 Principles of Chemistry II/ Experimental Chemistry II 3
CHEM-C 341/C 343 Organic Chemistry I Lectures/ Organic Chemistry Lab ..... 3CHEM-C 341/C 343 Organic Chemistry II 3
Lectures/Organic Chemistry II Lab 3
Electives in Chemistry (300/400 level) 3

+**Earth-Space Science (25 credit hours)*

GEOL-G 100 Earth Science: Geologic Aspects 5
GEOL-G 221 Introductory Mineralogy 5
GEOG-G 304 Meteorology & Physical Climatology 3
AST-A 100 The Solar System 3
CHEM-C 101/C 121 Elementary Chemistry I/ Elementary Chemistry Lab 1/or CCHEM-105/ C 125 Principles of Chemistry I Experimental Chemistry I 3/2

PHYS-P 100 Physics in the Modern World or
PHYS-P 201 General Physics 5

+*Life Science (24 credit hours)*

BIOL-L 101 Intro to Biological Sciences I 5
BIOL-L 102 Intro to Biological Sciences II 5
BIOL-L 473/L 474 Ecology/Lab in Ecology 3/2
BIOL-L 211 Molecular Biology 5
BIOL-L 311/319 Genetics/Genetics Lab 3/3

+*Physical Science (25 credit hours)*

CHEM-C 105 /C 125 Principles of Chemistry I/
Experimental Chemistry I 3/2
CHEM-C 106 /C 126 Principles of Chemistry II/
Experimental Chemistry II.....3/2
CHEM-C 341 /C 343 Organic Chemistry I Lectures/
Organic Chemistry Lab or PHYS-P 01/309 Physics
III/Intermediate Physics Lab.....3/2
PHYS-P 201 General Physics or P 221 Physics I 5
PHYS-P 202 or P 222 General Physics II or
Physics II..... 5

*+*Psychology (18 credit hours)*

PSY-P 101 Introductory Psychology I..... 3
PSY-P 102 Introductory Psychology II..... 3
PSY-P 250 Research and Quantitative Methods in
Psychology I 3
PSY-P 251 Research and Quantitative Methods in
Psychology II..... 3
PSY-B 310 Life-Span Development 3
PSY-P (300-400 level elective)..... 3

*+*Sociology (15 credit hours)*

SOC-S 163 Social Problems 3
SOC-R 220 The Family..... 3
SOC-S 325 Criminology or SOC-S 328 Juvenile
Delinquency or SOC-S 447 Theories in
Social Change..... 3
SOC-S (300-400-level elective) 3
SOC-S (300-400-level elective) 3

+**Spanish*

SPAN-S 200 Second-Year Spanish I..... 3
SPAN-S 250 Second-Year Spanish II 3
SPAN-S 275 Hispanic Culture and Conversation... 3
SPAN-S 301 The Hispanic World I or
SPAN-S 302 The Hispanic World II or
SPAN-S 303 The Hispanic World III 3
SPAN-S 312 Written Composition in Spanish 3
SPAN-S 317 Spanish Conversation and Diction 3
Electives in Spanish (200-400 level) 6

+**Theatre Arts (24 credit hours)*

SPCH-S 121 Public Speaking 3
SPCH-S 325 Voice and Diction..... 3
THTR-T 115 Oral Interpretation I..... 3
THTR-T 120 Acting I 3
THTR-T 225 Stagecraft I 3
THTR-T 270 Introduction to History of Theatre I.... 3
Electives in Theatre 6

Postbaccalaureate Initial Teaching License

Notice: In accordance with an IU Board of Trustees policy, effective as of fall 2004, tuition is based on whether the candidate is classified as graduate or undergraduate, regardless of the level of course taken. Any candidate admitted to the IU Southeast School of Education who already has a bachelor's degree will be classified as a graduate student. With prior approval, certain graduate level course work earned by a non-degree-seeking graduate candidate MAY count towards a master's degree.

Transition To Teaching (T2T)

Note: The contents of this Bulletin are subject to change with appropriate notice by the School of Education. All candidates are responsible for consulting with the T2T program coordinator regularly to learn of changes that may apply to the candidate. Candidates for the Transition to Teaching Licensing Program with interest in receiving course credit for graduate study should first review the admissions requirements for graduate study in education for the individual field of study.

Program Overview Beginning in July 2002, the Indiana General Assembly established the Transition to Teaching Licensing Program. The purpose of the program is the recruitment, retention, and training of competent professionals in teacher education. The program allows competent professionals holding a bachelor's or higher degree to earn a teaching license through the satisfactory completion of a program of education course work. The School of Education has developed a course of study to prepare interested persons who meet state requirements to be eligible for a teaching license in elementary or secondary education. The Secondary Transition to Teaching program is 18 credit hours and the Elementary program is 24 credit hours.

General Program Requirements The Indiana state mandate requires the following for Transition to Teaching Licensing Program participants:

- A bachelor's degree with a minimum GPA of 3.0

(on a 4.0 scale) from an accredited institution of higher education, or

- A minimum 2.5 GPA (undergraduate or graduate) and five years of related professional experience as required for T secondary or elementary admissions (see individual Secondary Transition to Teaching (ST2T) and Elementary Transition to Teaching (ET2T) admission requirements)

Secondary candidates may seek certification only in the subject area of their degree major (e.g., mathematics). The Secondary Transition to Teaching Program is available only in content areas currently offered at IU Southeast (i.e., language arts, mathematics, science, and social studies) and is designed to meet the Indiana Department of Education Division of Professional Standards content and developmental requirements. (See "Secondary Transition to Teaching Licensing Areas.") The secondary candidate can have five years of related professional experience (defined by the DPS) as being "experience that occurred through full-time employment in an education-related field or in a field in which the person intends to be licensed."

Elementary Transition to Teaching Program (ET2T)

The Elementary Transition to Teaching program (ET2T) is designed for candidates who have already earned a baccalaureate degree and who are interested in becoming elementary teachers (typically K-5). The courses in the initial spring, summer I, and summer II are in the evening from 5:30-9:00. Starting the first week of August and continuing to the following April, candidates will be assigned to a local elementary school and will follow and elementary school schedule.

Application: The application deadline for ET2T is November 1. Applicants must submit the following:

1. Application form with appropriate application fee attached (check made payable to Indiana University Southeast).
2. A cover letter of introduction addressing why the applicant feels he/she would be a good candidate for this program and what strengths he/she would bring to teaching.
3. Official results of Praxis I scores in the areas of reading, math, and writing.
4. Two (2) letters of recommendation: one letter addressing strength as a candidate for this program and the other addressing character.
5. Official copies of all transcripts of work completed at an accredited college or university.
6. Where applicable (undergraduate degree GPA is between 2.5 and 3.0), attach documentation of experience working with elementary school age children.

Prerequisites: Applicants are required to have completed the following courses:

- Writing 2 college-level courses
- World Literature 1 college-level course
- American History 1 college-level course
- World Geography 1 college-level course
- Life Science (Introductory Biology) 1 college-level course (no lab required)
- Mathematics 1 college-level course

Applicants who do not have all prerequisites have until the end of summer II to complete the required courses.

Course Requirement The ET2T is a 24 credit hour, 13-month program. The approach for the ET2T includes support for cooperating teachers and mentor teachers, integrated professional seminars, and field experiences along with education courses. Each EDUC-M 500 course requires a specific fee above the graduate hour fee. EDUC-M 500 courses are credit hour courses that include both school teaching experiences and professional seminars. The schedule for the education courses is:

Initial Spring

EDUC-M 500 Integrated Professional Seminar 1

EDUC-M 310/311 3

(EDUC-M 310/M 311 begins the week after IU Southeast's spring break.)

Summer I

K 505 Introduction to Special Education for Graduate Students 3

E 490 Classroom Management 1

E 516 Elementary Science Methods 2

Summer II

N 523 Elementary Mathematics Methods 3

Fall

E 339 Methods of Teaching Language Arts 3

E 518 Workshop in General Elementary Education–Survey K-12 Literacy Framework 3

E 513 Social Studies in the Elementary School 2

M 500 Integrated Professional Seminar 1

Final Spring

M 500 Integrated Professional Seminar (Student Teaching) 1

E 490 Diagnostic Reading 1

Please note that ET2t is contingent upon sufficient enrollment. To check the status of ET2t, contact the ET2T coordinator.

Secondary Transition to Teaching Program (ST2T)

The Secondary Transition to Teaching (ST2T) part-time program is designed for candidates who have already earned a baccalaureate degree and who are interested in becoming secondary teachers in content areas currently offered by IU Southeast (i.e., language arts, mathematics, science, and social studies). The program is designed to meet the Indiana content and developmental requirements. The secondary middle/junior/senior high areas of licensing are:

- Language Arts
- Mathematics,
- Science (life, physical, chemistry, physics, and earth/space)
- Social Studies (economics, geographical perspectives- human, government and citizenship, historical perspectives, psychology, and/or sociology)

Participants will work with mentor teachers in middle and secondary schools throughout the program.

Admission Requirements The admissions requirements for the T2T are listed on the School of Education Web site (www.ius.edu/Education).

Course Requirements The ST2T is an 18 credit hour, three-semester program. The approach for the ST2T includes support of mentor teachers, integrated professional seminars, and field experiences along with education courses. Additional fees are charged for all field work and related seminars. Each M 500 requires a specific fee toward mentoring. The schedule for the education courses is presented as follows.

Semester 1

W 200 Microcomputers in Education or R 531 Computer in Education 3

P 516 Adolescent Development 3

M 500 Integrated Professional Seminar (fee required) 1

Semester 2

M 314 General Methods: Sr. High/Jr. High/Middle School 3

M 464 Methods of Teaching Reading in Sr. High/Jr. High/Middle School 3

M 500 Integrated Professional Seminar (fee required) 1

Semester 3

M 441, M 446, M 452, or M 457 Methods of Teaching Sr. High/Jr. High/Middle School (Language Arts, Mathematics, Science, or Social Studies) 3

M 500 Integrated Professional Seminar/Student Teaching (fee required) 1

Note: The Indiana developmental standards for both "Early Adolescent" and "Adolescent and Young Adults" will be covered in the course work and field experiences so that candidates will be eligible for a middle school/junior high/high school teaching license. Course of study will include academic and field experiences with cultural diversity and special needs students. The first M 500 will be in a junior high/middle school; the second will be in a high school.

Special Education

Postbaccalaureate Option–Initial License

This option is for a graduate student with an Indiana emergency permit for Special Education but without an initial standard teaching license. The program leads to an Indiana all-grade teaching license in Mild Intervention, but does not result in a degree.

Admission Requirements Acceptance without conditions requires candidates to:

1. apply and be accepted for Graduate Studies;
2. submit an approved plan for program completion;
3. provide verification of the exact license needed for current job;
4. submit original transcripts for course work applicable to the program;
5. have an undergraduate GPA of 2.5 or better; and
6. have Praxis I (PPST: Preprofessional Skills Test) scores of at least 176 in Reading, 175 in Mathematics, and 172 in Writing
7. Have an Indiana Emergency Permit for Mild Intervention.

General Information Candidates are responsible for keeping abreast of program changes and completing needed courses and other requirements for renewing their emergency permits. ***Note:*** Only courses identified by the program faculty as needed for the license satisfy renewal stipulations. Candidates failing to fulfill prescribed requirements are subject to nonrenewal and potential job loss.

Acceptance into the Special Education Program

does not mean acceptance into any other School of Education degree or license program. Some courses are offered only annually and not in summer sessions. Candidates are responsible for adjusting their personal schedules to complete requirements. When assigned to field work, candidates are responsible for following the school's background check policy.

To qualify for an Indiana Mild Intervention teaching license, students must meet all program requirements, successfully pass through summative decision points, satisfy state-prescribed standardized tests, clear a criminal history check, and complete license application processes.

Program Expectations Candidates must meet 10 performance goals. (See "Bachelor of Science in Special Education" for the 10 goals.)

Performance Level Requirement Candidates will progress through a series of summative decision points. At each point, candidates' performance will be assessed and their acceptance, continuation, or completion of the program judged. Continuation status may be reevaluated at points other than summative decision points if significant difficulties are noted. Information about multiple and continuous assessment of performance can be found on the program's Web site.

Good Standing in the Program Good standing in the program requires satisfying the following conditions:

1. Meet GPA requirements listed in the following sections.
2. Earn program status ratings of "admit" or "continue with" or "without conditions."
3. Remain in good standing for graduate studies and the program.
4. Meet the School of Education's expectations for dispositions (see beginning pages of the "School of Education" portion of this *Bulletin*).

Candidates will not be in good standing if they fail to meet conditions 1-4 or exhibit a pattern or a single substantial incidence of unprofessional behavior or negative disposition. Candidates not in good standing may be required to complete remedial activities and/or be denied admittance into additional course work within the School of Education.

Course Requirements Program faculty will judge applicability of previous course work to program requirements. Age of courses and relevant teaching experience will be evaluated. All areas of the All-Learners content must be covered. Except for literacy that requires two courses, a stand-alone course in each area is not required. A grade of C or higher is needed for each All-Learners course. No lower than a grade of B (graduate course) or B– (undergraduate course) or Satisfactory for courses graded S/F is needed for each specialty area course to be accepted.

1. General Education

   A grade of C or better in the following:

   a) Speech or oral communication course
   b) English composition (two courses)
   c) Biological science
   d) Physical science
   e) College-level math
   f) Geography
   g) Political science or U.S. history
   h) Another social science

2. All-Learners Content

   a) Child or adolescent development
   b) Learning theory
   c) Educational technology
   d) Literacy methods (two courses)
   e) Mathematics methods
   f) Science methods
   g) Social studies methods
   h) Child or adolescent literature
   i) Adult first aid and CPR

3. Specialty Area Content (27-30 credit hours)

   a) EDUC-K 505 Intro to Special Education for Graduate Students.....3
   b) EDUC-K 545 Academic and Behavioral Assessment 3
   c) EDUC-M 550 Practicum 3-6
   d) EDUC-K 553 Management of Academic and Social Behavior 3
   e) EDUC-K 590A Partnerships 3
   f) EDUC-K 590B,C,D AT; TBI and Autism; Functional Curriculum 3
   g) EDUC-K 590E Methods for High Incidence 3
   h) EDUC-K 590F Introduction to Assessment 3
   i) EDUC-K 588 Supervised Teaching.....3

Note: A limited number of courses completed for the postbaccalaureate program will be considered for inclusion in the Masters Degree in Elementary or Secondary Education. See program Web site for specifics. Candidates will be held to the master's degree requirements in effect at the time of admission to that program.

Graduate Study in Education

Degrees and Programs

The School of Education offers the following degrees and programs at the graduate level.

It offers a Master of Science in Education with majors in three areas: elementary education, secondary education, and counseling. In addition, the school offers graduate licensing programs in educational leadership, gifted and talented, kindergarten, reading teacher, middle school, special education and ESL/ENL (in partnership with IU Bloomington).

Candidates planning to pursue IU Southeast master's programs or additional licensing programs are encouraged to regularly meet with respective advisors and to follow carefully the program requirements. The graduate education programs at IU Southeast comply with state and national accreditation guidelines. Candidates pursuing degrees or programs from other institutions should follow the counsel of the appropriate dean or program advisor at those institutions.

In accordance with an IU Board of Trustees policy (change effective as of fall 2004), tuition is based on whether the student is classified as graduate or undergraduate, regardless of the level of course taken. Any student admitted to the IU Southeast School of

Education for course work beyond the bachelor's degree will be classified as a graduate student. With prior approval, certain graduate level course work earned by a non-degree-seeking graduate student may count towards a master's degree.

Licensing Information

Individuals with questions about license renewal, additions, expirations, change in rank, and/or professionalization should contact the licensing office at (812) 941-2386.

Admissions for Non-Degree-Seeking Applicants

An individual who wishes to take courses at IU Southeast on a nondegree basis or to transfer to another institution may be admitted through the School of Education Student Records Office. An individual who wishes to be admitted in this capacity ("non-degree seeking" status) should contact the Student Records Office in the School of Education at (812) 941-2388.

Financial Aid

All graduate students should contact the Office of Financial Aid for information on scholarships and grants. At the time of this Bulletin's publication, students must be in a degree program or a teacher-licensing program to qualify for financial aid and be enrolled at least half-time (4 credits). Nondegree objectives (such as educational leadership) do not qualify. Anyone seeking financial aid should check with the office of financial aid (www.ius.edu/financialaid).

Graduate Advising at IU Southeast

The School of Education also holds several graduate advising sessions per year for each program. For these dates, check the School of Education Web site (www.ius.edu/Education).

Changes in program requirements may be approved after an issue of the IU Southeast Bulletin has been published but before the next issue. Because candidates may have to meet these new requirements, they are responsible for seeking regular advising and remaining apprised of program changes, particularly as such changes might affect eligibility for licensing. Admitted candidates who do not earn credit for course work at IU Southeast during any one-year period will be required to meet new requirements in effect when they resume their course work at IU Southeast. Candidates pursuing a master's degree will have to re-apply for admission.

Note: Changes in state (Indiana and Kentucky) licensing requirements may affect the program. Please check with your advisor.

Confidentiality Statement

Following accreditation standards, all candidates enrolled in the IU Southeast School of Education are evaluated on a range of performance-based assessments and informed of progress towards completion of their selected programs. Samples of candidate work are collected and/or copied for program decision making and accreditation reviews. Candidate work, referred to as "intellectual property," will not be used for publication or presentation without the candidate's written consent. Candidate progress is assessed by contracted designees of the IU Southeast School of Education who could include, but are not limited to, paid and volunteer participants such as full time and adjunct faculty, P-12 teachers and administrators. The School of Education is charged with maintaining the confidentiality of candidates. For additional information, contact the School of Education office (812) 941-2168.

Criminal History Check

Clearance through a criminal history check is required for clinical experiences, including student teaching and other off-campus experiences, as determined by the placement school system.

Sex Offense Statement

Pursuant to campus and school policy, no student convicted of a sex offense against children shall be eligible for School of Education course work or programs. Details of this policy can be found in the School Office.

Master of Science Degree (Elementary Education and Secondary Education)

General Information

These graduate programs upgrade the knowledge and skills of licensed teachers. Practicing teachers will benefit from advanced courses in professional education, as well as from courses in their teaching specialties. Courses in each program either broaden the certification of the individual or enhance knowledge in one or more subject areas. The program adheres to guidelines from the National Board of Professional Teaching Standards using performance-based assessment and four summative decision points at which candidate progress is reviewed.

Student Learning Goals

The program incorporates the National Board for Professional Teaching Standards as assessment outcomes for the program:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experiences.
- Teachers are members of learning communities.

Admission Applicants interested in the M.S. in Elementary and Secondary Education program should attend a group advising session to obtain the appropriate application materials. Advising session dates are posted and updated on the Web site. To be granted admission (SDP 1), the prospective graduate candidate must submit the following items along with the application:

- $35 application fee.
- a copy of a current teaching license or statement of eligibility (emergency license is not acceptable).

  Official transcripts of all undergraduate and graduate course work completed at any institution other than an Indiana University campus. No transcripts are needed for course work taken at Indiana University campuses (2.5 GPA for all undergraduate course work, 3.0 GPA for all graduate course work completed prior to admission).
- Self-assessment disposition forms completed.
- Goal statements (3-5) completed.
- Applicant's Checklist (green sheet) signed and dated by an advising session Graduate Advisor.

All materials should be delivered or sent in one mailing to: School of Education, Student Records, HH-0023, IU Southeast, 4201 Grant Line Rd., New Albany, IN 47150-6405. The application process must be completed before registering for course work. **Complete applications are reviewed on the following dates: October 1, March 1, June 1, and August 1.**

Assessment Requirements

The following guidelines are applicable for candidates admitted beginning August 2002. The performance-based assessment reviews candidate progress toward meeting standards at four points during the program. Check with the Graduate Advisor or Coordinator of Graduate Studies for most recent assessment evaluation rubrics before completing each assessment documentation. Petition for any exceptions should be approved and on file with the SOE Graduate Studies Office. Failure to do so could result in delays or discontinuation of program completion.

Summative Decision Points

Summative Decision Point I

SDPI is the admission process and acceptance as a program candidate. Candidates self-assess dispositions and establish professional goals for the program of studies, which should be reviewed periodically by the candidate.

Summative Decision Point II

SDPII is reviewed at the completion of three of the four core courses, no later than 18 hours into the program.

1. Complete standards measured through three of the four core courses (H 520, P 507, P 510). Rubrics are provided by instructors in each course.
2. Maintain a 3.0 grade in each course. It is the responsibility of the candidate to seek a Rain Check when courses are closed to ensure that the SDPII review is completed no later than 18 hours into the program. File a Petition for Exception if the SDPII review will be delayed due to additional licensing requirements.

Note: Candidates who have taken core course work prior to fall 2004 should check with their Graduate Advisor for guidelines for SDP II review. Guidelines for SDPII Writing are included in the Graduate Program Handbook.

Summative Decision Point III

SDPIII is a capstone teacher research project conducted as a clinical experience most often completed in the building where the educator is employed. The candidate is not required to seek approval for the study from the campus Human Subjects Review unless the study is intended to be published or presented outside the university setting. The teacher research project includes a problem statement, literature review, teaching plan, documentation of teaching, analysis of video, documentation of assessment measures used, and a self-reflection. If a candidate is pursuing an additional licensing area (such as reading, ENL/ESL, gifted and talented, computer education), the SDPIII may describe a study pertinent to this new license area, where appropriate to do so.

Additional information can be obtained from the faculty assigned Assessment Advisor. (Check assignments on School of Education Web site.) SDPIII should be completed no later than 30 hours into the program. Check for specific submission deadlines for SDPIII, available on the Web site, and the specific information sheet updated every academic year.

Summative Decision Point IV

SDPIV is the final review to ensure that all program standards and assessments have been met. The SDPIV paperwork should be completed in the last semester of graduate course work leading to the degree. It includes:

1. SDP IV Form;
2. 3.0 GPA or higher;
3. Completion of all required course work as detailed in the Bulletin;
4. Disposition form submitted;
5. Growth statement on disposition submitted*;
6. Growth statement on goals submitted*; and
7. Application for Degree (on file with SOE Records Office six months prior to graduation date).

Note: You will need to visit the School of Education to acquire the actual SDPIV scantron form when you deliver the SDPIII research project, from our receptionist in HH002.

Check deadlines of the School of Education Web site. *Self-assessment form documents submitted with the admission application to the Program (SDPI).

Regulations Governing the Master of Science Degree (Elementary Education and Secondary Education)

a. A candidate must complete a minimum of 36 credit hours of approved credit, including a minimum of 21 credit hours of education courses.

b. The Master of Science in Education does not lead to initial licensing.

c. A candidate must complete a residency requirement during the period of graduate study by completing at least 21 credit hours of course work applicable to the master's degree at IU Southeast. All core courses must be taken at IU Southeast.

d. All course work transferred from other institutions must be approved by the director of graduate studies. Failure to receive approval prior to enrollment may result in course work not being accepted.

   - Up to six credit hours of acceptable course work from an accredited graduate institution may be allowed toward the degree.
   - Up to 15 credit hours of course work taken through any of the other Indiana University campuses may be allowed, provided the courses are appropriate to the degree. Course work that is not judged appropriate to the degree or course work graded below a B will not be accepted. No more than nine hours of graduate course work taken prior to admission to the master's program at IU Southeast will be counted toward the degree.

e. Not more than nine hours of credit earned by travel study, in extension courses, and/or in conferences may be applied toward the degree, and not more than six credit hours of such course work will be accepted by transfer. Course work taken by correspondence study is not acceptable for the degree. Online courses, other than those offered by IU, will need the director's approval. Credit earned by testing is not accepted for the degree. Workshop credit may be applied to elective and/or cognate components.

f. A cumulative GPA of 3.0 must be maintained in all course work taken after completion of the bachelor's degree that is applied toward a Master of Science in Education degree.

g. All course work to be applied toward the degree must be completed within six calendar years from the date of the completion of the first course that is to be used toward the degree.

h An application for admission for the master's degree must be completed and filed in the Student

Records Office in the School of Education office by October 1, March 1, June 1, and August 1.

i. Application for graduation must be filed six months prior to the anticipated graduated dates: May, August and December.

j. Failure to file this application and complete summative decision points documentation may result in failure to graduate at the expected time. The candidate is expected and required to check his or her record against the requirements of the degree to determine eligibility or deficiencies. It is recommended that the candidate meet with the graduate advisor periodically. This is the responsibility of the candidate rather than the university. Due to overlap of public school and university calendars, students are strongly urged to complete a degree in December or May rather than in the summer, when degrees are not conferred until August 31, possibly delaying license renewal, rank change, etc.

k. The recommended load for graduate students is no more than six credit hours during a fall or spring semester or either summer session.

l. Under certain conditions, candidates holding an M.S. in Education from Indiana University may be eligible for a second graduate degree (e.g., adding a graduate major in counseling after having an M.S. in Education in elementary or secondary education). Individuals should consult the Graduate Advisor.

m. An appeals process is in place for any issue disputed by the student. Procedures are part of the handbook. Consult the School of Education for procedures.

Course Requirements for the Master's Degree (Elementary Education and Secondary Education)

a. **Basic Course Component** Classes in the Basic Course Component (12 credit hours) are prerequisites to most other courses in the master's degree program:.

EDUC-H 520 Education and Social Issues (3)

EDUC-P 507 Assessment in the Schools (3) (Effective January 2007, EDUC-P 407 may NOT be used to replace P 507.)

EDUC-P 510 Psychology in Teaching (3)

EDUC-J 500 Instruction in the Context of Curriculum (3)

H 520, P 510, P 507 must be taken within the first 18 credit hours unless a Petition for Exception has been approved. A grade of B (3.0) or higher is required in all of these courses.

Note: A grade of B- is a 2.7 and will not meet the requirement.

It is strongly recommended that the required course J 500 (Instruction in the Context of Curriculum) be taken after the first 21 credit hours and before the completion of 30 credit hours. This course will assist in the preparation of the Teacher as Researcher (TAR) paper to be submitted for SDPIII.

Candidates must successfully complete Summative Decision Point II after completing three of the Basic Core Courses (H 520, P 510, and P 507) and no later than 18 hours in the program or have an approved Petition for Exception on file.

b. **Education Content Component** (9 credit hours). A grade of B (3.0) or higher is required.
9 credit hours selected from among:

EDUC-A 500 Introduction to Educational Leadership (3)

EDUC-A 510 School Community Relations (3)

EDUC-A 608 Legal Perspectives on Education (3)

EDUC-E 506 Curriculum in Early Childhood Education (3)

EDUC-E 545 Advanced Study of the Teaching of Reading in the Elementary School (3)

EDUC-E 547 Advanced Study in the Teaching of Social Studies in the Elementary School (3)

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary School (3)

EDUC-G 500 Orientation to Counseling (3)

EDUC-K 505 Introduction to Special Education (3) (not for those with K 205)

EDUC-K 553 Management of Social and Academic Behavior (3) or

EDUC-L 535 Teaching Adolescent/Young Adult Literature (3)

EDUC-L 559 Trade Books in the Elementary Classroom (3)

EDUC-N 523 Workshop in Elementary Mathematics (3)

EDUC-N 524 Workshop for Junior/Senior High Mathematics (3)

EDUC-N 543 Advanced Study in the Teaching of Elementary Mathematics (3)

EDUC-P 515 Child Development (3)

EDUC-P 516 Adolescent Behavior and Development (3)

EDUC-P 570 Managing Classroom Behavior (3)

EDUC-R 531 Computers in Education (3)

EDUC-S 505 The Junior High/Middle School (3)

EDUC-S 514 Advanced Study of Teaching Reading in the Junior High and Secondary School (3)

EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3)

EDUC-E 549 ESL Course

EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3)

EDUC-W 540 Computer-Based Teaching Methods (3)

EDUC-W 551 Education and Psychology of the Gifted and Talented (3)

Note: EDUC-N 517 Advanced Study in the Teaching of Secondary Mathematics, EDUC-E 533 The Computer in the Elementary Classroom, and EDUC-S 533 The Computer in the Secondary Classroom may be used if completed before fall 2004. K 553 or P 570 can be used to satisfy this component, but not both.

c. **Cognate Area Component** (6 credit hours). A grade of B or higher is required. Candidates will select six credit hours of graduate course work related to their teaching specialty or designed to professionalize their teaching major. Secondary majors should confer with the graduate program advisor. Under certain conditions, a graduate secondary education major may apply approved 300- and 400-level undergraduate courses to the graduate program. In order to apply such course work, the student must demonstrate that it is appropriate to his or her professional objectives and must secure, in writing, the approval of the program coordinator, or designee, before taking such course work. Elementary majors will choose six credit hours of advanced methods or workshop courses (usually designated E, L, N, W, or X).

d. **Elective Component** (9 credit hours). Candidates elect graduate courses.

e. Candidate must satisfy Summative Decision Point II no later than 18 hours into the program, Summative Decision Point III no later than 30 hours into the program, and Summative Decision Point IV at the completion of the 36-hour program. Check with the assigned graduate assessment advisors in the School of Education for appropriate documentation.

Graduate Licensing Programs (Indiana)

Note: As this Bulletin goes to press, a number of graduate program license changes are anticipated. Candidates should consult with the graduate licensing advisor.

Graduate Licensing

IU Southeast is approved to renew, add certifications and professionalize Indiana teaching licenses. IU Southeast is also approved to add certification areas and rank changes for Kentucky. Each licensing area carries performance-based assessment requirements. Candidates should consult the graduate licensing advisor concerning specific course requirements.

Computer Education (15 credit hours)

For a computer education license, candidates must complete the following course work:

EDUC-R 531 Computers in Education..... 3
EDUC-F 500 Multimedia in Instructional Design 3
EDUC-W 506 Using the Internet in K-12 Classrooms 3
EDUC-W 520 Technical Issues in Computer-Based Education 3
EDUC-W 540 Computer-Based Teaching Methods ... 3

ESL/ENL (in Partnership with IU Bloomington)

Highlights:

This is a *second* license requiring an initial teaching license. It combines four online courses offered by IU Bloomington and four on-site courses offered by IU Southeast. Courses are offered in most semesters. The licensing office is IU Bloomington; IU Southeast' licensing advisors will initiate the licensing procedures and will provide assistance to candidates as well as interinstitutional coordination. Course substitutions are approved by the IUB licensing office; advising takes place at IU Southeast.

Admission Requirements:

- Initial Teaching License
- Attendance to advising session
- Application: 2.5 GPS; Goals Statement; $35 fee; application scantron form

Certification:

Valid for Indiana and Kentucky

Indiana K-12 (Rules 46-47)

Indiana – Developmental levels of initial license (Rules 2002)

Rolling Application

Curriculum: 8 courses, 24 credit hours. 4 online courses offered by IUB, 4 face-to-face offered by IU Southeast.

Language Foundations: 3 credits
L 539 Language Foundation for ESL/DFL (IUB) (Mainly offered in spring session)

Literacy Foundation: 3 credits
L 502 Socio-Psycholinguistics Application to Reading Instruction (IUB) (Offered all session)

Foundations in Socio-Cultural Issues: 6 credits
L 524 Language Issues (IU Southeast) (Current E 518 ESL/ENL Instruction, number change in process)

H 520 Social Issues in Education (IU Southeast) Need to be petitioned if taken in the context of the Master's program. Refer to validation policies. (Offered all session)

or

M 300 Teaching in a Pluralistic Society (IU Southeast) (Offered all session)

Methods of Classroom Applications: 9 credits

L 520 Advance Study of Second Language (IU Southeast) (Current E 514 ESL and Bilingual Methods, number change in process) (Offered summer session)

L 540 ESL/EFL Instruction and Assessment Approaches (IUB) (Offered in fall and spring sessions)

L 541 Writing instruction for ESL/EFL Teachers (IUB) (Offered fall session)

Clinical Experience: 3 credits

M 501 Field Experience in ESL (IU Southeast) Takes place in local educational settings (arranged)

or

F 500 Explorations on Diversity Education (IU Southeast) Takes place abroad and carries 2 credits; 1 additional credit is required from clinical experience (M 501) (Offered in spring and summer sessions)

Total Credits 24

IU Southeast' courses addressing ESL/ENL teaching and learning (E 514 and E 518 prior to the prospective number change) may b e petitioned as substitutions. Some course work may be applicable to the masters degree at IU Southeast; candidates interested in pursuing the masters should verify this with the IU Southeast graduate and licensing advisor and program coordinator. Candidates may choose to also explore +30 options with their districts and schools.

H 520 and M 300 are interchangeable. So are M 501 and F 500. F 500 takes place abroad and carries 2 credits; an additional credit is required to complete the clinical experience, which must take place in a local setting.

Presently, tuition for online courses is considered "in state" for all participants. Per Reciprocity Agreement between Indiana and Kentucky, candidates from Kentucky counties of Bullitt, Jefferson, Oldham, and Trimble are eligible for "in-state" tuition rates at IU Southeast.

Advising Meetings:

Special Sessions take place in: October, February, March, June & July. Specific dates and locations are posted on the Graduate Studies Web site: www.ius.edu/education/graduate/ESLlicense.cfm

Gifted Education (15 credit hours)

For a gifted education license, candidates must complete the following course work:

EDUC-W 551 Education and Psychology of the Gifted and Talented 3

EDUC-W 552 Curriculum for the Gifted and Talented3

EDUC-W 553 Methods and Materials for the Gifted and Talented 3

EDUC-W 595 Practicum in Gifted and Talented 3

One additional 3 credit hour, IU Southeast-approved content course outside the School of Education 3

Kindergarten

This licensing area is undergoing changes at IU Southeast. To add Kindergarten to an elementary education license requires additional course work and possible field experience. Please contact Jeanette Nunnelley in the School of Education for information regarding course work. The option of adding Kindergarten to a Rules 46-47 license expires after June 30, 2006.

Reading Teacher License (24 credit hours)

For a reading teacher license, candidates must:

1. hold a valid elementary, junior high/middle school, or secondary license; and
2. Attend a Reading License Informational Meeting;
3. Apply and gain formal acceptance into the Reading program; and
4. Complete the following program:

   EDUC-E 545 Advanced Study in the Teaching of Reading in Elementary School 3

   EDUC-L 559 Trade Books and the Elementary Classroom (Undergraduate course E 449 will NOT fulfill requirement) or EDUC-L 535 Adolescent Literature 3

   EDUC-L 549/E 549 Advanced Study in the Teaching of Language Arts in Elementary School or EDUC-S 516 Advanced Study in the Teaching of Secondary School English Language Arts..... 3

   EDUC-X 504 Diagnosis of Reading Difficulties in Classroom (Must have taken E 545 or S 514 prior to enrolling in this course) 3

   EDUC-K 590 Special Topics: Methods of High Incidence* (prerequisite for K 590: K 205 or K 505 within the last 10 years, or current classroom experience with special education) 3

   *With permission, another graduate-level special education course may receive approval. (File a petition.)

EDUC-L 514 ENL: Bilingual Methods 3

One of the following:..... 3

EDUC-E 514 Newspapers in Education

EDUC-E 515 Workshop in Elementary Reading

EDUC-W 553 Gifted and Talented (not the same as W 551 Educationally and Psychologically Gifted)

Approved graduate-level writing course (see coordinator/advisor for approval)

Other *approved* literacy-related course (see coordinator/advisor for approval)

EDUC-S 514 Advanced Study Teaching Reading in Secondary School

EDUC-E 514 Engaging Children and Families in Literacy

EDUC-E 518 Workshop: Integrating the Arts in Language

Voyager Class fulfilled in your classroom

Approved Graduate Level ENL/ESL course

Credits from Reading Recovery, Indiana/Kentucky Writing Project, etc. fit this category. You must have a transcript showing graduate credit hours from an accredited institution to fulfill the requirement. If you have these specific credits showing on your graduate transcript, there is no need to file a petition. If asking for approval for other classes, simply file a petition form with documentation of course description, course curricula, and transcript. (Submit to Jane Riehl.)

EDUC-X 525 Practicum in reading (Fall)..... 3
(To be taken at the end of the program. Apply for practicum at least 6 months prior to registering.)

Special Education

Second-License Area Option

IU Southeast has a graduate-level program leading to an all-grade teaching license in the area of Mild Intervention (Indiana) or Learning and Behavior Disorders (Kentucky). The program is designed for graduate-level candidates who hold standard teaching licenses and are engaged in full-time special education teaching with emergency permits. If program resources permit, and on a limited case-by-case basis, candidates who are not teaching full time in special education may be admitted to the program under increased requirements. ***Note:*** Individuals with a bachelor's degree but no standard teaching license do not qualify for this option. They may apply to the postbaccalaureate option described in a previous section.

Admission Requirements for Second License

1. Apply and be accepted for graduate studies.
2. Submit an approved plan for program completion.
3. Provide verification of the exact license needed for current job.
4. Submit original transcripts for course work applicable to the program.
5. Have a valid standard teaching license.
6. Have an undergraduate GPA of 2.5.

General Information Candidates are responsible for keeping abreast of program changes and completing needed courses and other requirements for renewing their emergency or limited licenses or permits. ***Note:*** Only courses identified by the program faculty as needed for the license satisfy renewal stipulations. Candidates failing to fulfill prescribed requirements are subject to nonrenewal and potential job loss.

Acceptance into the Second-License Option does not imply acceptance into the Masters in Elementary or Secondary Education degree or other licensure program. (See Masters of Science Degree section.

Some courses are offered only annually and not in summer sessions. Candidates are responsible for adjusting their personal schedules to complete requirements. When assigned to field work, candidates are responsible for following the school's background check policy.

To qualify for a teaching license, candidates must meet all program requirements, successfully pass through summative decision points, satisfy state-prescribed standardized tests, clear a criminal history check, earn adult CPR certification, and complete license application processes.

Program Expectations Candidates must meet 10 performance goals. (See "Bachelor of Science in Special Education" for the 10 goals.)

Performance Level Requirement Candidates will progress through a series of three summative decision points. At each point, candidate performance will be assessed, and acceptance, continuation, or completion of the program judged. A candidate's continuation status may be reevaluated at points other than summative decision points if significant difficulties are noted. Information about multiple and continuous assessment of performance can be found on the program's Web site.

Good Standing in the Program Good standing in the program requires satisfying the following conditions:

1. Meet GPA requirements listed in the following sections;
2. Earn a program status rating of "admit" or "continue" with or without conditions;
3. Remain in good standing for graduate studies; and

4. Meet the School of Education's expectations for dispositions (see beginning pages of the "School of Education" portion of this Bulletin.)

Candidates will not be in good standing if they fail to meet conditions 1-4 or exhibit a pattern or a single substantial incidence of unprofessional behavior or negative disposition. Candidates not in good standing may be required to complete remedial activities and/or be denied admittance into additional course work within the School of Education.

Course Requirements Program faculty will judge applicability of previous course work to program requirements. Age of courses and relevant teaching experience will be evaluated. All areas of the all-learners content must be covered. Except for literacy that requires two courses, a stand-alone course in each area is not required. A grade of C or higher is needed for each all-learners course. No grade lower than a B (graduate course) or B– (undergraduate course) or Satisfactory for courses graded S/F is needed for each specialty area course.

1. All-learners content (18-30 credit hours)
   a. Child or adolescent development
   b. Learning theory
   c. Educational technology
   d. Literacy methods (two courses)
   e. Mathematics methods
   f. Science methods
   g. Social studies methods
   h. Child or adolescent literature
2. Specialty area content (27 credit hours)
   a. EDUC-K 505 Intro to Special Education for Graduate Students (3)
   b. EDUC-K 545 Academic and Behavioral Assessment (3)
   c. EDUC-M 550 Practicum (3)
   d. EDUC-K 553 Management of Academic and Social Behavior (3)
   e. EDUC-K 590A Partnerships (3)
   f. EDUC-K 590 B, C, D AT; TBI and Autism; Functional Curriculum (3)
   g. EDUC-K 590 E Methods for High Incidence (3)
   h. EDUC-K 590 F Introduction to Assessment (3)
   i. EDUC-K 588 Supervised Teaching (3)

Exit Test To complete the Mild Intervention program, candidates must pass the state-specific Praxis II tests.

Master of Science in Education (School Counseling Major)

The Master of Science in Education with a major in counseling is approved by the Indiana Office of Education Licensing and Development and the Kentucky Department of Education to license school counselors. The program follows the model for training school counselors provided by the American School Counseling Association and the Transforming School Counseling Initiative of Education Trust. In this model, counselors are seen as school leaders who serve all the students in a school and are partners with the other staff in helping students be successful in school. In addition, counselors are the primary facilitators for career information and career choice decisions and serve as advocates for underserved populations in the school regarding academic and social skills necessary for school success.

The counseling program provides two options: a minimum 48 credit hour program for candidates without a master's degree and a minimum 36 credit hour second master's program for candidates who already have a master's degree in education. Both options are designed for part-time attendance. Courses are offered in the evening in the fall and spring semesters and during the day or evenings in summer sessions.

Graduates of the program are eligible for licensure as school counselors in Indiana and Kentucky. Nonteachers may be licensed as school counselors in both states by completing a 600-hour internship during the master's. Teachers are required to do a 300-hour internship.

Admission and Course Requirements: Option 1

Admission is a two-step process. First, interested candidates should attend an advising and information session. Check the School of Education Web site at www.ius.edu/Education for dates. Attendance is required to get a program application. Then, candidates should apply to the School of Education as a graduate candidate, counseling major, by completing an application and submitting official transcripts of undergraduate and graduate work. Candidates will receive conditional admission to the program if they have a 2.75 undergraduate GPA in any major or a master's in any field with a 3.0 GPA.

The program coordinator will review the candidate's file to see if the prerequisites or precore classes have been satisfied by other course work. The candidate will receive a checklist of courses needed with their letter of admission.

Once candidates receive conditional admission they may begin taking courses in the precounseling core. EDUC-G 500 Orientation to Counseling must be taken first or concurrently. Other precounseling courses and prerequisites (if needed) may be taken in any order. No grade below B will be accepted.

When candidates have completed the precounseling core and prerequisites, they may apply to the clinical portion of the counseling program. Applications close the last Monday in March and consist of the following items:

1. Resume;
2. Goals statement;
3. Three letters of recommendation using counseling program forms;
4. Projects from G500 classes;
5. Documentation of two years post-B.A., professional level work experience with K-12 age children (does not have to be in teaching); and
6. Field experience permission form (teachers only).

(***Note:*** Candidates may apply in March if they will complete all requirements by the end of the semester.)

Sixteen candidates are selected for the clinical training cohort and are notified by May of their admission into the program. Detailed instructions for the resume and other items can be found in the program handbook, which is on the School of Education Web page. A committee reviews the applicant pool and selects candidates on the basis of undergraduate GPA, oral and written communication skills, goals statement, previous career experience, grades on G 500 projects, and letters of recommendation. If a person is not accepted for a particular clinical year, he or she may reapply for the next year. **Completion of the precounseling core in no way guarantees acceptance into the clinical training portion of the program.** The 16 candidates accepted into the clinical training move through the remaining 36 credit hours as a cohort group, taking all their classes together. The two years of clinical training are NOT self-paced. Candidates take two classes during the fall and spring semesters in the second and third year and two classes in each summer.

In spring semester of the second year, all candidates do a practicum for six hours per week in a school. In both fall and spring semesters of the third year, all candidates do an internship; teachers intern for 150 hours each semester; nonteachers intern for 300 hours each semester. Teachers may do their practicum and internship in their own school, provided the superintendent and principal allow the use of the teacher preparation period and time before and after school. If there is no certified school counselor in the building, the practicum or intern candidate must travel offsite for supervision and to observe the supervisor's activities. Nonteachers are placed in a school that has an exemplary school counseling program for practicum and internship.

Candidates will complete a primary internship placement at the level of their choosing (or the level where they teach), but because they receive a K-12 license, it is necessary to do 25 hours at a second level, and 15 hours at a third level. If a candidate's primary school placement is not diverse (at least 15 percent racial/ethnic diversity), then the candidate must do 25 hours at a school that is more diverse. The diversity placement can be concurrent with the 25 hours required for the second level placement. These hours may be done in August, during school holidays (by going to a school system on a different holiday schedule), or in conjunction with other activities. For instance, a high school intern may go to a middle school and help with registration for high school.

Course Requirements

1. Prerequisite: (6 credit hours)
   EDUC-K 205 or K 505 Introduction to Special Education (or equivalent undergrad) 3
   EDUC-P 570 Management of Classroom Behavior (or undergraduate equivalent)..... 3
2. Precounseling core (9 credit hours.)
   EDUC-G 500 Orientation to Counseling 3
   EDUC-H 520 Education and Social Issues 3
   EDUC-P 515 Child Development 3
3. Clinical Training (39 credit hours) EDUC-G 504 Counseling Theory and Techniques II 3
   EDUC-G 505 Individual Appraisal 3
   EDUC-G 507 Lifestyle and Career Development. 3
   EDUC-G 523 Laboratory in Counseling 3
   EDUC-G 524 Practicum in Counseling..... 3
   EDUC-G 532 Group Counseling..... 3
   EDUC-G 542 Organization and Development of Programs 3
   EDUC-G 550 Internship in Counseling 6
   EDUC-G 562 School Counseling 3
   EDUC-G 575 Multicultural Counseling..... 3
   EDUC-G 585 Contemporary Issues in Counseling 3
   Elective in Counseling..... 3

Admissions and Course Requirements: Option 2

Candidates interested in a second master's with a counseling major should complete an application to graduate school as a counseling major and submit undergraduate and graduate transcripts. The file will be reviewed, and candidates will be notified of conditional admission if the first master's in education was completed with at least a 3.0 GPA. The competencies from courses in the prerequisite and precounseling core must be covered. The program coordinator will send a letter noting any deficiencies.

Once the candidate has received conditional admission, course deficiencies should be completed. All Option 2 candidates MUST have EDUC-G 500 Orientation to Counseling at IU Southeast and should take that immediately if it was not taken in the first master's. Once G 500 has been completed and course deficiencies met, the candidate for the second master's should apply to the clinical training program following the guidelines outlined under Option 1. Applications must be completed by the last Monday in March. Selection procedures will be the same as outlined under Option 1.

Clinical Training Under Option 2 all candidates take the 36 credit hours of clinical training listed under Option 1.

Program Regulations

1. The candidate for the master's degree in counseling must have a minimum grade of B in each course in the precounseling core and in the clinical training. Grades below B in the clinical training will not apply toward the completion of requirements and will result in the candidate's loss of active status in the program. The candidate may apply for readmission after completing remedial course work and/or clinical experiences required by the counseling program team. Readmission depends on satisfactory completion of the remedial experiences and space availability in the program.
2. All graduate courses must be completed within six years from the completion of the first counseling graduate course to be counted toward the M.S. in Counseling degree.
3. The internship must be completed within three years of the completion of the first year of clinical training.
4. The counselor education program is competency-based, requiring the demonstration and performance of entry-level counseling knowledge, performance, and dispositions. The candidate in the counseling program must be able to demonstrate the competencies expected for each decision point before continuing in the program.
5. Prior to beginning the second semester of clinical training, all candidates must join the American School Counseling Association and obtain liability insurance from that organization. The candidate must continue the organizational membership and liability coverage for the entire duration of the program.
6. Candidates must be able to take two days in each of the clinical training years (total of four days) to attend professional counseling conferences designated by the program. The candidate is expected to pay all costs associated with attendance at these conferences. Student registrations are available at reduced costs, and sometimes additional scholarship help is available.
7. In accordance with Indiana Office of Education Licensing and Development, candidates will be assessed at four decision points.

   Decision Point I—Admission as a counseling major

   Decision Point II—Admission to clinical training Decision Point III—Completion of 15 hours of clinical training

   Decision Point IV—Completion of the final 24 hours of clinical training

   Decision Points II-IV are based on the School Counseling Standards of the Indiana Office of Education Licensing and Development listed as follows. These standards are also consistent with the Kentucky Department of Education's Standards for School Counselors.

Candidate Learning Goals for School Counseling (Indiana Professional Standards Board)

1. Professional School Counselors (PSCs) promote the success of all students.
2. PSCs facilitate processes that promote lifelong learning.
3. PSCs collaborate with families and community resources to respond to students' needs.
4. PSCs use and interpret appropriate assessment techniques.
5. PSCs employ appropriate intervention and prevention options.
6. PSCs understand local, state, and federal laws that affect schools.

7. PSCs conduct themselves in an ethical and professional manner.
8. PSCs are leaders who develop, manage, and evaluate counseling programs.
9. PSCs design, coordinate, implement, and evaluate student assistance services.
10. PSCs design, coordinate, implement, and evaluate educational and career services.

Candidates will be assessed at each decision point to see whether standards are met. Candidates will be notified in writing of failure to meet standards and be given an opportunity to remediate deficiencies within a timeline. Failure to remediate within the time frame will result in loss of status in the program

License Renewal

Both Kentucky and Indiana have requirements for license renewal, and IU Southeast is approved in both states to offer license renewal programs and the standard certificate in Kentucky. Candidate for license renewal should contact the program coordinator for an application and a checklist Candidates who have completed the course work for license renewal at IU Southeast should contact the School of Education Licensing Office for the appropriate forms.

Educational Leadership Program

The Indiana University Southeast Educational Leadership Program offers a principal certification program. Applicants must have a master's degree or be enrolled in the master's degree program at Indiana University Southeast. It is a standards-based program with the standards embedded in the required courses.

Student Learning Goals

The following are the Indiana Professional Standards Board and the Interstate School Leaders Licensure Consortium Standards that have been adopted as the "Standards for School Leaders" for the Educational Leadership Program at IU Southeast.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The **IU Southeast Educational Leadership Program** offers a program that leads to certification in either Indiana or Kentucky. There are several differences between the programs for the two states.

Candidates for admission to the program for the **Indiana Building Level Administrator (P-12)** under Rules 2002 must hold or be working on a master's degree and hold the Proficient Practitioner's License. To be admitted to the program, a candidate must be admitted to the graduate education program at IU Southeast; must have a minimum GPA of 3.0; and must submit an application including all transcripts, a copy of the teaching license, three letters of recommendation addressing the candidate's leadership skills (one must be from a current or recent supervisor), and an essay addressing the guidelines distributed at the advising meetings. Candidates may secure program information by contacting the coordinator of the educational leadership program in the School of Education or the Web site link http://www.ius.edu/Education/Graduate/EdLeader.cfm. Candidates must attend an advising session.

To be eligible for an Indiana Rules 2002 license, candidates must have a master's degree; two years of teaching experience under a valid Standard, Provisional, or Proficient Practitioner's license; and have completed the appropriate 24 credit hour program. Courses in law, supervision, the principalship, and the practicum must be taken at Indiana University; and at least 9 credit hours, including the practicum, must be taken at IU Southeast. Candidates must achieve a minimum GPA of 3.25 in the program, with no grade below B–. Any course for which a waiver is granted will be based upon course recency, evidence the course was based upon program standards, and review of course assignments completed by the candidate addressing the program standards. Candidates must compete all requirements, including application for licensure

within five years from the date of admission to the program. Due to changes driven by accreditation requirements, candidates must complete a sequence of courses beginning in June 2009. Information will be available at advising sessions.

All candidates applying for the Indiana Building Level Administrator (P-12) licensure are required to pass the School Leaders Licensure Assessment (SLLA).

Rules 2002 Indiana Building Level Administrator (P-12) License

Candidates must meet the following requirements:

1. Be admitted to both the IU Southeast Graduate Education Program and the Educational Leadership Program.
2. Hold a Professional, Standard, or Proficient Practitioner License.
3. Have a master's degree and have completed the following:

   EDUC-J 500 Instruction in the Context of Curriculum (3) (Section for Educational Leadership)

   EDUC-A 500 Introduction to Educational Leadership (3)

   EDUC-A 510 School-Community Relations (3)

   EDUC-A 608 Legal Perspectives on Education (3)

   EDUC-A 625 Administration of the Elementary

   School (3) OR EDUC-A 627 Secondary School Administration(3). These courses are taught concurrently.

   EDUC-E 536 Supervision of Elementary School Instruction (3) OR EDUC-S 655 Supervision of Secondary Instruction (3). These courses are taught concurrently.

   EDUC-A 635 Public School Budgeting and Accounting (3)

   EDUC-A 695 Practicum in School Administration (3)

   Candidates are required to complete a professional portfolio based upon the IPSB/IU Southeast/ ISLLC Standards that includes but is not limited to artifacts from each of the eight required courses.
4. Have two years of teaching experience.
5. Receive the required score as established by the IPSB on the SLLA.

Candidates for admission to the program for the **Kentucky Principal (Primary through Grade 12) License** must hold a master's degree and hold an appropriate, valid teaching license, having successfully completed the Kentucky Teacher Internship Program or have two years of experience in another state. To be admitted to the program, a candidate must be admitted to the graduate education program at IU Southeast; must have a minimum GPA of 3.0; and must submit an application including all transcripts, a copy of the teaching license, three letters of recommendation addressing the candidate's leadership skills (one must be from a current or recent supervisor), and an essay addressing the guidelines distributed at the advising meeting. Candidates may secure program information by contacting the coordinator of the educational leadership program in the School of Education or the Web site link http://www.ius.edu/Education/Graduate/EdLeader.cfm. Candidates must attend an advising session.

To be eligible for a Kentucky license, candidates must have a master's degree, have a classroom teaching certificate, have completed the appropriate 24 credit hour program, and have three years of teaching experience. Courses in law, supervision, the principalship and administration, and the practicum must be taken at Indiana University; and at least 15 credit hours, including the practicum, must be taken at IU Southeast. Candidates must achieve a minimum GPA of 3.25 in the program with no grade below B–. Any course for which a waiver is granted will be based upon course recency, evidence the course was based upon the program standards, and review of assignments completed by the candidate addressing the program standards. Candidates must complete all requirements, including application for licensure within five years from the date of admission to the program.

The following is based upon a proposed Kentucky Administrative Regulation. The Educational Leadership Program at IU Southeast will adjust these guidelines if changes have been made to the regulation. Information will be shared at advising meetings. Beginning in 2012, the Kentucky Educational Professional Standards Board will issue statements of eligibility only to applicants who have completed post masters' educational leadership programs. Kentucky candidates are advised to plan their programs to ensure eligibility for Kentucky licensure. Only post masters' Kentucky candidates will be admitted to the IU Southeast Educational Leadership Program beginning June 1, 2009. Due to changes driven by accreditation requirements, candidates must complete a sequence of courses beginning in June 2009. Information will be available at advising sessions.

All candidates applying for the Kentucky Principal licensure are required to pass the School Leaders Licensure Assessment (SLLA) and the Kentucky Principal Test.

Kentucky Principal (Primary through Grade 12) License

Candidates must meet the following requirements:

1. Be admitted to both the Graduate Education Program and the Educational Leadership Program at IU Southeast.
2. Hold a valid Kentucky classroom teaching license.
3. Have a master's degree and have completed the following postmasters' course requirements:

   EDUC-A 500 Introduction to Educational Leadership (3)

   EDUC-A 653 The Organizational Context of Education (3)

   EDUC-A 510 School and Community Relations (3) EDUC-A 638 Public School Personnel Management (3)

   EDUC-A 608 Legal Perspectives on Education (3)

   EDUC-A 635 Public School Budgeting and Accounting (3)

   EDUC-A 695 Practicum in Educational Leadership (3)

   EDUC-J 500 Instruction in the Context of Curriculum (3) (Section for Educational Leadership)

   Candidates are required to complete a professional portfolio based upon the IPSB/IU Southeast/ ISLLC Standards that includes but is not limited to artifacts from each of the eight required courses.
4. Have completed three years of full-time teaching experience.
5. Receive the required scores established by the EPSB on the SLLA.
6. Receive the required score established by the EPSB on the Kentucky Principal Test.

Note: Completion of the required courses may not satisfy the requirements for a Rank I. For Rank I information, contact the IU Southeast Licensing Office, (812) 941-2386. For Kentucky license requirements and certification information regarding other states, please contact the IU Southeast Licensing Office at (812) 941-2386.

License Renewal

Both Kentucky and Indiana have requirements for license renewal, and IU Southeast is approved in both states to offer license renewal programs. Contact the School of Education licensing office for specific information and the appropriate forms.

Variance from Requirements

Candidates wishing to vary from any of the requirements may petition for an exception from the School of Education. The forms are available from the program coordinator or the School of Education office. Candidates will receive a written notification of action taken in all such cases.

School of Natural Sciences

Life Sciences Building 258
www.ius.edu/naturalsciences/

Phone: (812) 941-2284
Fax: (812) 941-2637

Professors Forinash, Kirchner, Hollingsworth, Lang, Mand, Mason, Nassim, Otu (Dean), Ruth, Taylor, Woeppel

Associate Professors Darnowski, Doyle, Edmonds, Finkbine, Galvin, Haub, Hunt, Shi, Treves, Wisman

Assistant Professors Attum, Connerly, De, LaGrang, Setterdahl, Sung, Waingeh

Senior Lecturer Cochran, Ehringer, Fleischer, Manwani, Miller, Zimmerman

Lecturers Arnold, Bonacci, Franklin, Granda, Johnson, Konychev, Light, Riehm, Vernia

Adjunct Lecturers Agarwal, Amstutz, Asher, Bartley, Batman, Bhattacharya, Boone, Bosley, Boyer, Breger, Brooks, Bulleit, Cambron, Christie, Click, Conway, Cornell, Dawson, M. S. Day, Diehl, A. Edmonds, Emery, Emmert, R. Endris, Fitzgerald, Flowers-Doyle, Goforth, Gray, Hanen, Harsin, Henry, Hickerson, Holladay, Holt, Horine, Hoyos, Irwin, James, Jarrett, Johnston, King, Klaphaak, Lemker, Lewter, Light, Lovett, Maiers, Masterson, Meador, Miles, J. Morgan, Niemeier, Nijawan, Nixdorf-Miller, Partin, Petrysian, Potter, Prather, Rea, Reardon, Reigler, Renn, Robinson, Roederer, Sabie, Scifres, Skeens, Spurlock, Striggles, Swessel, Thornburg, Traughber, Vogel, vonAllmen, Walsh, Webb, Wiles, Wolfe, Wood, Yankey

The Mission of the School of Natural Sciences at Indiana University Southeast is **to provide an excellent science, mathematics, and computing education through teaching, scholarship, and service**.

The mission is enhanced by:

- providing programs that emphasize excellent teaching by committed, dedicated faculty;
- providing effective mentoring for our majors so that our dedicated students can better achieve their full potential;
- having ongoing research and creative scholarship efforts that expose our students and others to the exciting world of discovery;

- delivering to students the benefits of problem solving, communication, analytical, and critical thinking skills that are necessary for lifelong learning;
- assuming the role of regional science and mathematical leadership through university service efforts; technical assistance to local schools, organizations, and businesses; the visiting lecturer series; continuing education; and many other service-related activities;
- fostering an educational environment and support services where students with a wide range of abilities can receive training and become proficient in science and mathematics; and
- providing stimulating academic surroundings for traditional and nontraditional students that extend beyond the campus to encompass the entire region.

The School of Natural Sciences offers the following degrees:

- Bachelor of Science in Biology
- Bachelor of Science in Chemistry
- Bachelor of Science in Clinical Laboratory Science
- Bachelor of Science in Computing Science
- Bachelor of Science in Informatics
- Bachelor of Science in Mathematics
- Bachelor of Arts in Biology
- Bachelor of Arts in Chemistry
- Bachelor of Arts in Geosciences
- Bachelor of Arts in Mathematics
- Associate of Science in Computing Science
- Associate of Arts in Biology
- Associate of Arts in Chemistry
- Associate of Arts in Geosciences
- Associate of Arts in Mathematics
- Associate of Arts in Physics
- Certificate in Coding Specialist
- Certificate in Environmental Science
- Certificate in Information Technology
- Certificate in Medical Transcription

Studying as a full-time student, the bachelor degrees can usually be completed in four years, the associate degrees in two years, and the certificates in one year. Some of the bachelor degrees are offered with various tracks. All degrees are described in the following pages.

Preprofessional Preparation

Preparation for entering professional schools such as medical, dental, optometry, veterinary medicine, podiatry, chiropractic, pharmacy, and other allied medical fields may be achieved through several of the degrees listed above. Suggestions for first-year courses for preparation for some of these fields are given later in this Bulletin (under "Preprofessional Curriculum"). Students who plan to pursue such professional careers should call the School of Natural Sciences (812-941-2284) for an appointment with a preprofessional advisor early in their planning; preferably during or before their first semester at IU Southeast.

General Requirements of the School of Natural Sciences No grade less than C (2.0) will be accepted in any required School of Natural Science course for a degree or a minor in this school. Some degrees may have higher requirements.

Biology and Allied Health Sciences

Indiana University Southeast offers a number of degrees and certificate options in biology and allied health. These degrees and certificates can serve as the foundation for further graduate and professional education or as the prerequisites for entry into the work force. For further information on these degrees, contact the School of Natural Sciences at (812) 941-2284, and visit the biology home page at www.ius.edu/Biology/.

Student Learning Goals: A.A./B.A./B.S. in Biology and B.S. in Clinical Laboratory Science

1. Students will have a broad understanding of biology.
2. Students will be able to analyze and critique biological data.
3. Students will know how to approach biology problems and propose potential solutions.
4. Students will be able to synthesize information and develop creative solutions.
5. Students will be introduced to a broad range of biological skills.
6. Students will gain relevant experience orally presenting scientific work.
7. Students will gain relevant experience in scientific writing.

Biology (Bachelor of Science in Biology)

Requirements

The B.S. in Biology degree provides a stronger background in science and math than the B.A. degree and will better prepare students for research-oriented careers as professional biologists and medical professionals. The degree may also serve as a terminal degree for a variety of biology professions.

The candidate following the B.S. in Biology degree program must complete the requirements discussed in "General Requirements for Undergraduate Degrees at IU Southeast" in this Bulletin and complete majors courses with a grade of C or higher, including the introductory sequence (usually-L 101, L 102), a 43-credit hour biology core, and the following courses: CHEM-C 105-C 125, C 106-C 126, C 341-C 343, C 342-C 344, C 484; PHYS-P 201-P 202 or P 221-P 222; and MATH-M 215 or M 119, and K 300. Majors biology courses may be repeated only a limited number of times including late withdrawals. Courses in second semester calculus, as well as individual study in biological research, are recommended depending on the career goals.

List of Major Courses (must have C or higher)

Four 5-credit hour courses in chemistry (C 105-C 125,

C 106-C 126, C 341-C 343, C 342-C 334) and biochemistry (C 484)

Two courses in mathematics: calculus (M 215 or M 119) and K 300; M 120 or M 216 recommended for some programs such as veterinarian and prepharmacy

Two 5 credit hour courses in physics (P 201-P 202 or P 221-P 222)

Introductory sequence (usually L 101, L 102)

Molecular Biology (L 211)

Genetics (L 311-L 319)

Cell biology (L 312)

Developmental biology (B 373, L 317/Z 318, or B 375 with permission)

Physiology (usually P 416/418, B 370 or M 350/M 360) Ecology (L 473 or M 420 with L 474)

Evolution (L 318)

Biology Seminar (L 403)

Required organismal diversity elective (choice of

B 364, M 310-M 315, Z 373-Z 383, Z 374, or approval of the program coordinator)

Biology electives, 5 or more credit hours of 300-level or above biology courses

Biology (Bachelor of Arts)

Requirements

The liberal arts track and biology core curriculum expose the student to major subject areas in biology while providing considerable flexibility for each student. For example, minimal mathematics and chemistry requirements allow students to develop minor subject areas or a second major in another science area, or in an outside field such as education, journalism, or business. This degree is suitable for students who may apply for admission into law school or for those who seek employment in business, environmental studies, teaching, or industry.

The B.A. degree *will not* automatically fulfill requirements for entrance into medical, dental, optometry, medical technology, other allied health programs, or most graduate school programs. Students desiring eventual admission into a professional program or laboratory-related fields should follow the B.S. in Biology degree program.

The candidate following the B.A. in biology degree program must complete the "General Requirements for Undergraduate Degrees at IU Southeast" (ENG W 131, Level II Written Communication, SPCH S 121, First Year Seminar, CSCI C 106, Ethical Reasoning (P 100 recommended), diversity (POLS Y 107 or Y 109, SOC S 163 recommended), arts course, humanities course, two social/behavioral sciences courses) and "General Requirements for the Bachelor of Arts Degree" (one additional social/behavioral science, two historical investigation, four semesters foreign language) in this Bulletin, and complete majors courses with a grade of C or higher including an introductory biology sequence (usually L 101, L 102, Critical Thinking GE and two natural sciences), a 43- credit hour biology core, CHEM C 101-C 121, C 102-C 122 (additional natural sciences B.A.), and MATH M 122 or M 125 Quantitative Reasoning GE. Majors biology courses may be repeated only a limited number of times, including late withdrawals.

Major Courses

Must have a grade of C or higher.

Two 5-credit hour courses in chemistry (usually

C 101-C 121, C 102-C 122)

One course in mathematics (usually M 122, M 125, or M 218)

Introductory sequence (L 101, L 102) Molecular Biology (L 211)

Genetics (L 311-L 319)

Cell biology (L 312)

Developmental Biology (B 373, L 317 with Z 318, B 375 with permission)

Physiology (P 416/418 or B 370)

Ecology (L 473 or M 420 with L 474) Evolution (L 318)

Seminar (L 403)

Required organismal diversity elective (choice of B 364, M 310-M 315, Z 373-Z 383, Z 374 or approval of the program coordinator)

Biology electives, five or more credit hours of 300–level or above biology courses

Electives to bring total to 120 credit hours.

Biology (Associate of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast," and "General Requirements for the Associate of Arts Degree" in this Bulletin.

Major Courses

Must have grade of C or higher.

One 5 credit hour course in chemistry (either C 101-C 121 or C 105-C 125); one course in mathematics (M 122, M 125, M 218); three 5-credit hour courses in biology, with no more than one at the 100 level, and no more than one at the 200 level.

Electives to bring total to 60 credit hours.

Minors in Biological Sciences

Requirements for a Minor in Biology

20 credit hours, chosen from the following biological science courses:

No more than one introductory biology course such as BIOL-L 101, L 102, PLSC-B 101, ZOOL-Z 103.

ANAT-A 464 Human Tissue Biology (5 cr.)

BIOL-K 312 Immunology (3 cr.)

BIOL-K 313 Immunology Laboratory (2 cr.)

BIOL-K 322 Genetics (3 cr.)

BIOL-K 323 Genetics Laboratory (2 cr.)

BIOL-L 211 Molecular Biology (3 cr.)

BIOL-L 303 Field Biology (3 cr.)

BIOL-L 304 Marine Biology (3 cr.)

BIOL-L 311 Genetics (3 cr.)

BIOL-L 312 Cell Biology (3 cr.)

BIOL-L 313 Cell Biology Laboratory (3 cr.)

BIOL-L 317 Developmental Biology (3 cr.)

BIOL-L 318 Evolution (5 cr.)

BIOL-L 319 Genetics Laboratory (3 cr.)

BIOL-L 323 Molecular Biology Laboratory (3 cr.)

BIOL-L 341 Natural History of Coral Reefs (GEOL-G 341, SPEA-E 400) (3 cr.)

BIOL-L 350 Environmental Biology (3 cr.) BIOL-L 433 Tropical Biology (3 cr.)

BIOL-L 465 Advanced Field Biology (3 cr.)

BIOL-L 473 Ecology (3 cr.)1

BIOL-L 474 Laboratory in Ecology (2 cr.)[1,2]

BIOL-Z 318 Developmental Biology Laboratory (2 cr.)

GEOL-G 210 Oceanography (3 cr.)

MICR-M 310 Microbiology (3 cr.)

MICR-M 315 Microbiology Laboratory (2 cr.)

MICR-M 350 Microbial Physiology and Biochemistry (3 cr.)

MICR-M 360 Microbial Physiology Laboratory (3 cr.)

MICR-M 420 Environmental Microbiology (3 cr.)[2]

MICR-M 485 Microbial Genetics Laboratory (3 cr.)

PHSL-P 416 Comparative Animal Physiology (3 cr.)

PHSL-P 418 Laboratory in Comparative Animal Physiology (2 cr.)

PLSC-B 364 Summer Flowering Plants (5 cr.)

PLSC-B 368 Ethnobotany (Plants and Civilization) (3 cr.)

PLSC-B 373 Plant Growth and Development (5 cr.)

PLSC-B 370 Plant Physiology (5 cr.)

PLSC-B 375 Horticultural Plants: Biotechnology, Physiology, and Development

ZOOL-Z 373 Entomology (3 cr.)

ZOOL-Z 374 Invertebrate Zoology (5 cr.)

ZOOL-Z 383 Entomology Laboratory (2 cr.)

ZOOL-Z 460 Ethology (Animal Behavior) (3 cr.)

ZOOL-Z 466 Endocrinology (3 cr.)

ZOOL-Z 476 Biology of Fishes (3 cr.)

Requirements for a Minor in Microbiology

20 credit hours chosen from the following:

No more than one introductory biology course such as BIOL-L 102, PLSC-B 101, ZOOL-Z 103

BIOL-K 312 Immunology (3 cr.)

BIOL-K 313 Immunology Laboratory (2 cr.)

BIOL-L 102 Introduction to Biological Sciences 2 (5 cr.)

BIOL-L 312 Cell Biology (3 cr.)

BIOL-L 313 Cell Biology Laboratory (3 cr.)

BIOL-L 474 Laboratory in Ecology (2 cr.)[1,2]

MICR-M 310 Microbiology (3 cr.)

MICR-M 315 Microbiology Laboratory (2 cr.)

MICR-M 350 Microbial Physiology and Biochemistry (3 cr.)

MICR-M 360 Microbial Physiology Laboratory (3 cr.)

MICR-M 420 Environmental Microbiology (3 cr.)[2]

MICR-M 485 Microbial Genetics Laboratory (3 cr.)

Requirements for a Minor in Plant Sciences

15 credit hours from the following:

BIOL-L 490 Individual Study (in botany) (cr. arr.)

PLSC-B 101 Plant Biology (5 cr.) or BIOL-L 102

PLSC-B 364 Summer-Flowering Plants (5 cr.)

PLSC-B 368 Ethnobotany (Plants and Civilization) (3 cr.)

PLSC-B 370 Plant Physiology (5 cr.)

PLSC-B 373 Plant Growth and Development (5 cr.)

PLSC-B 375 Horticultural Plants: Biotechnology, Physiology, and Development

Clinical Laboratory Science (Bachelor of Science)

Clinical laboratory science is aimed at quality performance of clinical laboratory procedures on biological samples from patients. The results of these procedures provide important patient data that aid the physician in the diagnosis and treatment of disease.

The clinical laboratory science curriculum offered at IU Southeast provides a broadly based background including specific chemistry, mathematics, and biological science requirements, as well as the opportunity to elect courses from the liberal arts. The curriculum of the clinical laboratory science program is fully accredited by the National Accrediting Agency for Clinical Laboratory Science.

Admission Requirements The allied health sciences programs in clinical laboratory science will consider all eligible students for admission to the integrated programs offered at Bellarmine University in Louisville. Pre–allied health students interested in

[1] L 473 and L 474 must be taken concurrently.

[2] L 474 and M 420 must be taken concurrently.

[1] L 473 and L 474 must be taken concurrently.

[2] L 474 and M 420 must be taken concurrently.

the program are advised that admission into the professional program is not guaranteed. Students must apply for admissions to the professional program at Bellarmine University in Louisville, Kentucky. The preprofessional course work may be taken part time; the professional program is presented in a full-time, day format only. Both fall and spring start dates are offered for the professional program at Bellarmine University. The student takes the first two preprofessional years at IU Southeast and then approximately 63 professional hours at Bellarmine University. Upon completion, the student receives an Indiana University degree.

Non–Indiana University tuition is required for the professional hours at Bellarmine University. This cost, however, is not significantly different from the cost of moving and living in Indianapolis for a year combined with the instate tuition at IUPUI. Any student who is interested in the IU Southeast Clinical Laboratory Science Program should contact the School of Natural Sciences at (812) 941-2284.

Note: Applicants to the professional program are considered on their own merits without bias concerning sex, color, or creed. Acceptance is based upon the undergraduate record, letters of recommendation, community and extracurricular activities, personality and motivation, realistic perception of clinical laboratory science as a career, manual dexterity, ability to interact with other people satisfactorily, emotional maturity, and aptitude for transfer of knowledge to practical performance. All applicants must possess the physical abilities to perform the tasks required of a clinical laboratory scientist. Student must also maintain a minimum cumulative grade point average of a 2.5 on a 4.0 scale, a minimum science-math grade point average of a 2.5 on a 4.0 scale and a minimum grade of C in all required courses.

The candidate following the B.S. in Clinical Laboratory Science degree program must complete the requirements discussed in "General Requirements for Undergraduate Degrees at IU Southeast" in this *Bulletin*, a biology core, and the following courses: CHEM-C 105-C 125, C 106-C 126, C 341, C 342; and MATH-M 122 and K 300 (or E 280) with a grade of C or higher in each course.

General Education Requirements See "General Requirements for Undergraduate Degrees at IU Southeast." Students must take college algebra (M 122) and statistics (MATH-K 300 or ECON-E 280). Students are strongly advised to take POLYS-Y 107, Y 109, or SOC-S 163 to meet the "Central Ideas, Issues, and Methods of Inquiry in the Social and Behavioral Sciences" requirement.

List of Major Courses, Including the Biology Core, for B.S. in Clinical Lab Science

Two 5-credit hour courses and two 3-credit hour courses in chemistry (usually C 105-C 125, C 106-C 126, C 341, C 342)

Two courses in mathematics: College Algebra (usually M 122) and K 300

Introductory sequence (usually L 101, L 102)

Genetics (usually L 311-L 319)

Cell biology (usually L 312-L 313)

Microbiology (usually M 310-M 315)

Immunology (usually K 312); Note that Immunology may be taken at Bellarmine after admission to the professional program

Remainder is the professional program at Bellarmine University in Louisville.

Other Pre-Allied Health Science Degree Programs

Students interested in degrees in allied health science fields can take courses toward those degrees at IU Southeast. Students generally can take one to three years at IU Southeast and then must complete their degrees at another institution, such as the Indiana University Medical Center at Indianapolis. Many such students will be only a few courses short of an A.A. in biology (see above.)

Any student who is interested in allied health science programs should contact the Allied Health Coordinator for the most current information about the availability of courses and programs and the requirements for completing degrees (941-2284).

The following are some programs that students may begin at IU Southeast:

- A.S. and Certificate Histotechnology
- A.S. Paramedic Science
- A.S. Radiography
- B.S. Clinical Laboratory Science
- B.S. Cytotechnology
- B.S. Health Information Administration
- B.S. Medical Imaging Technology
- B.S. Nuclear Medicine Technology
- B.S. Radiation Therapy
- B.S. Respiratory Therapy
- M.S. Occupational Therapy
- D.PT. Physical Therapy

Contact the School of Natural Sciences for information about preprofessional preparation at the bachelor's level.

Pre–Dental Hygiene

The Bachelor of Science in Dental Hygiene offered by the University of Louisville School of Dentistry is designed to train students to become licensed health-care professionals who work alongside dentists and provide oral health care services to their patients. Indiana University Southeast students can complete the lower division portion (prerequisites) of the undergraduate education requirements for the dental hygiene program at the IU Southeast campus and then apply to the upper division portion at the University of Louisville. Students with a minimum cumulative grade point average of 2.8 or above and who have completed or will have completed all prerequisites by the fall admission date are eligible to apply for admission to the upper division. Students should be advised that admission to the program is highly competitive, and meeting these criteria does not guarantee admission.

The following courses are Indiana University Southeast transfer equivalents for the dental hygiene degree. This plan is used only as a guide and is subject to change. Contact the School of Dentistry admissions office for the most current information at www.louisville.edu/dental.

Prepharmacy

The School of Natural Sciences at Indiana University Southeast, in cooperation with the Sullivan University College of Pharmacy, offers the first phase of a two-phase program that leads to a Doctor of Pharmacy degree. The first phase which is offered at IU Southeast is a prepharmacy program that prepares students to enter the second phase that constitutes the pharmacy education. Contact the School of Natural Sciences advisor for further information.

Certificate in Environmental Sciences

Please see section after Environmental Chemistry.

Students who plan to obtain a certificate or B.S. degree in an allied health program must contact the School of Natural Sciences at (812) 941-2284 before planning their program of study.

Certificate in Medical Transcription Technology

An 18 credit hour program that prepares the student to transcribe medical, surgical, radiology, and pathology reports dictated by physicians and other ancillary disciplines. The courses needed are AHLT-C 150, AHLT-M 102, AHLT-M 109, AHLT-M 195, CSCI-C 106, and ENG-W 131. Students must receive a C or above in all of the required course work.

Certificate in Coding Technology

An 18 credit hour program that trains students to code information using ICD-9-CM and CPT in the health care setting. The courses required are: AHLT-C 150, AHLT-M 190, AHLT-M 191, AHLT-M 195, PHSL-P 130, and MICR-J 200 or AHLT-R 200. Students must receive a grade of C or above in all the required course work.

Biology and Chemistry (Bachelor of Arts)

Double Major in Biology and Chemistry

This program is recommended for preprofessional students such as premedical and predental students who have a strong interest in both biology and chemistry. Students in the double major in biology and chemistry program will complete the requirements discussed in "General Requirements for Undergraduate Degrees at IU Southeast" (ENG-W 131, SPCH-S 121, First Year Seminar, Ethical Reasoning (P 100 recommended), diversity (POLS-Y 107 or Y 109, SOC-S 1 63 recommended) and "General Requirements for the Bachelor of Arts" (one additional social and behavioral sciences course, two historical investigation courses, four semesters of foreign language) in this Bulletin (47-53 credit hours), introductory biology sequence (usually L 101, L 102), 23 credit hours of upper-level biology core (see following), 36 credit hours of chemistry, and the following courses: PHYS-P 201-P 202 or P 221-P 222 (10 credit hours), and MATH-M 215, M 216 (10 credit hours), with a grade of C or higher in each course.

Major Courses

Must have grade of C or higher.

Biology Requirements

	Credit Hours
Introductory biology sequence L 101-L 102	10
Genetics (usually L 311-L 319)	6
Molecular Biology (L 211)	3
Cell biology (usually L 312)	3
Developmental biology (usually L 317-Z 318)	5
Physiology (usually P 416-P 418)	5
Biology Seminar L 403	1
TOTAL	33 cr.

Chemistry Requirements

	Credit Hours
Principles of Chemistry I and Laboratory (C 105-C 125)	5
Principles of Chemistry II and Laboratory (C 106-C 126)	5
Chemistry Seminar (C 302)	1

Analytical Chemistry Lab: Chemical Measurements and Laboratory (C 315) 3
Analytical Chemistry: Equilibria and Electrochemistry (C 317) 3
Instrumental Analysis: Spectrochemistry and Separations (C 318) 3
Organic Chemistry I and Laboratory (C 341-C 343) .. 5
Organic Chemistry II and Laboratory (C 342-C 344) . 5
Physical Chemistry of Bulk Matter (C 361) 3
Biomolecules and Catabolism (C 484) 3

TOTAL 36 cr.

Other Requirements

	Credit Hours
Mathematics	10
Physics	10
TOTAL	20 cr.

Chemistry

Chemistry offers a number of degrees including the double major with biology (described previously) and others that are discussed following. For additional information on any of these degrees, visit the chemistry Web site at www.ius.edu/chemistry or contact the School of Natural Sciences at (812) 941-2284.

Student Learning Goals: B.S. and B.A. Degrees in Chemistry

Upon completion of the requisite courses for a bachelor's degree in chemistry, the students will have acquired substantive knowledge in the fundamental areas of chemistry.

Upon completion of the requisite courses for a bachelor's degree in chemistry, the chemistry majors will have laboratory knowledge and hands-on skills to become self confident and competent, be able to keep legible and complete experimental records, and be able to search for and communicate chemical information in both written and oral forms.

Upon graduation, the chemistry graduates will be competitive in the job market and be prepared for, and successful in admittance to graduate/professional schools.

Chemistry (Bachelor of Science in Chemistry)

This degree and its biochemistry track, discussed as follows, are certified by the American Chemical Society.

This program is designed for students interested in a strong and comprehensive preparation in chemistry and other related sciences. This degree is especially recommended for students who plan to pursue graduate studies in chemical sciences, including analytical, biological, inorganic, organic, medicinal, pharmaceutical, polymer, and physical chemistry, as well as those who are interested in pursuing further studies in chemical engineering. Students completing this program will receive a certificate from the American Chemical Society.

Requirements

In addition to the "General Requirements for Undergraduate Degrees at IU Southeast" (ENG W 131, SPCH-S 121, First Year Seminar, Ethical Reasoning (PHIL-P 100 recommended), diversity (POLY-Y 107 or 109, SOC-S 163 recommended), arts course, humanities course (PHIL-P 100 recommended), two social and behavioral sciences courses (Poly-Y 107 or 109, SOC-S 163 recommended) described in this Bulletin, the candidate must complete the Technical Report Writing course, ENG-W 234, and at least 48 credit hours in chemistry (54 credits for biochemistry option), 3 credit hours in biology (13 credits for biochemistry option), 6 credit hours in communication, 10 credit hours in physics, 13 credit hours in mathematics, and 18 credit hours of science electives (3 credits for Biochemistry Option) chosen from the list following, with a grade of C or higher in each core course. Students with credits from other institutions pursuing a major in chemistry must complete at least three advanced chemistry courses (300 level or higher), 1 credit hour of seminar (CHEM-C 301, C 302, or C 305), and 3 credit hours of research (CHEM-C 409) at IU Southeast. For more information, contact an advisor at the School of Natural Sciences (812) 941-2184.

Minimum Required Courses CHEM-C 105, C 106, C 125, C 126, C 301 or C 302, C 315, C 317, C 318,C 341, C 342, C 343, C 344, C 361, C 362, C 364, C 409, C 430, C 484; BIOL-L 100; MATH-M 215, M 216, M 311; PHYS-P 221-P 222, and ENG-W 131, W 234, S 121. For the biochemistry option, include CHEM-C 485, C 486; BIOL-L 101, L 102 (L 100 not required).

List of Science Electives CHEM-C 303, C 333, C 393, C 443, C 444, C 485, C 486; MATH-M 313, M 303 (highly recommended); PHYS-P 301, P 310, P 340; BIOL-L 211, L 312, L 304, L 350, K 312, K 313, L 311, L 319; PHSL-P 215; MICR-M 310, M 315; GEOL-G 100, G 221, G 222, G 210.

Students who take MATH-M 303 or M 313 qualify to receive a minor in mathematics.

Chemistry (Bachelor of Science in Chemistry; Biochemistry Track)

This track is especially recommended for students who are interested in pursuing graduate degrees in

biochemistry and molecular biology; Ph.D.-M.D. degrees; or professional studies in medicine, dentistry, veterinary medicine, and other allied medical fields. General education requirements are as stated above under the Bachelor of Science in Chemistry.

- Students who take MATH-M 303 or M 313 qualify to receive a minor in mathematics.
- Students who complete 10 credits of 100-level, 3 credits of 200-level, and 6 credits of 300-level Biology courses qualify to receive an associate of arts in biology.

Chemistry (Bachelor of Arts)

Requirements

In addition to the "General Requirements for Undergraduate Degrees at IU Southeast" (ENG-W 131, Level II Written Communication ENG-W 234, SPCH-S 121, First Year Seminar, Ethical Reasoning (PHIL-P 100 recommended), diversity (POLS-Y 107 or 109, SOC-S 163 recommended), arts course, humanities course (PHIL-P 100 recommended), two social and behavioral sciences courses (POLY-Y 107 or 109, SOC-S 163 recommended)) and "General Requirements for the Bachelor of Arts" (one additional social and behavioral sciences course, two historical investigation courses, four semesters of foreign language) described in this Bulletin, the candidate must complete at least 33 credit hours in chemistry, 10 credit hours in physics, and 10 credit hours in mathematics, with a grade of C or higher in each core course. Students with credits from other institutions pursuing a major in chemistry must complete at least three advanced chemistry courses (300 level or higher) and one credit hour of seminar (CHEM-C 301, C 302, or C 305) at IU Southeast.

Minimum Required Courses CHEM-C 105, C 106, C 125,C 126,C 301 or C 302, C 315, C 317, C 318, C 341, C 342, C 343, C 344, C 361; MATH-M 215, M 216; and PHYS-P 201-P 202 or P 221-P 222.

It is essential that students who plan to become professional chemists complete PHYS-P 221-P 222 and MATH-M 215-M 216 by the end of the sophomore year and CHEM-C 361 Physical Chemistry by the end of the junior year, as shown in the following recommended programs.

1. Students who take MATH-M 311 and M 313 or M 303 qualify to receive a minor in mathematics.
2. Students who complete 10 credits of 100-level, 3 credits of 200-level and 6 credits of 300-level biology courses qualify to receive an associate of arts in biology.

Chemistry (Bachelor of Arts) Business Management Track

This program is recommended for students who plan to pursue careers in industry, government, law, sales, or other areas where business and administrative skills could enhance success in the field. It could also provide the basis for further studies in either the field of chemistry or business. Graduates of this program will have a seamless transition in the business of science and will have completed the required courses for entry into the MBA program.

General education requirements are as stated under the Bachelor of Arts in Chemistry. In addition, the candidate must complete at least 33 credit hours in chemistry, 30 credit hours in Business/Economics, 10 credit hours in physics, 3 credits in the Life Sciences and 10 credit hours in mathematics, with a grade of C or better in each core course. Students with credits from other institutions pursuing a major in chemistry must complete at least three advanced chemistry courses (300 level or higher and 1 credit hour of seminar (CHEM-C 301, C 302 or C 305) at IU Southeast.

Minimum Required Courses

Chemistry: C 105, C 106, C 125, C 126, C 301 or C 302, C 315, C 317, C 318, C 341, C 342, C 343, C 344, C 361

Business: A 201, A 202, F 301, M 301, K 321, P 301, Z 302 or W 301, L 201

Economics: E 100, E 200, E 280

Mathematics M 215, M 216, and Physics P 201-P 202 or P 221-P 222.

Chemistry (Bachelor of Arts) Biochemistry Track

The B.A. degree track in biochemistry is recommended for those students wanting to go on to medical, dental and other health-related preprofessional occupations, and those interested in working in chemical industries with emphasis in biotechnology and pharmaceutics, which would require a strong background in biochemistry. General education requirements are as stated under the Bachelor of Arts in Chemistry.

- Students who complete 10 credits of 100-level, 3 credits of 200-level, and 6 credits of 300-level biology courses qualify to receive an associate of arts in biology.
    i. Satisfied in the major
    ii. CIMI in Arts and Humanities—one in each (6 credit hours)

iii. CIMI in Social and Behavioral sciences (9 credit hours)

iv. Critical Thinking–satisfied in the major

v. Foreign language (4)

Mathematics and Science Requirements
Biology L 101[1] (5 credit hours), Mathematics M 119 (3 credit hours), Physics P 201or P 221 (5 credit hours)

Required Chemistry Courses: CHEM-C 105, C 125, C 106, C 126, C 302, C 341, C 342, C 343, C 344, C 484, C 485, C 486

Choose a minimum of two courses (6 credits) from the following:

CHEM-C 315 (3) Chemical Measurements Laboratory

CHEM-C 317 (3) Equilibria and Electrochemistry

CHEM-C 318 (3) Spectrochemistry and Separations

CHEM-C 361 (3) Physical Chemistry of Bulk Matter

CHEM-C 362 (3) Physical Chemistry of Molecules

CHEM-C 364 (3) Introduction to Basic Measurements

CHEM-C 430 (3) Inorganic Chemistry

The elective courses required to complete 121 credit hours could be chosen to satisfy a minor requirement in another subject area; however, additional courses may be needed.

It is recommended that transfer students consult a chemistry advisor to determine course transfer equivalencies.

Chemistry (Associate of Arts)

In addition to the "Technical Requirements for Undergraduate Degrees" and "General Requirements for the Associate of Arts Degree" described in this IU Southeast *Bulletin*, the candidate must complete the following (a minimum of 60 credit hours), with a grade of C or higher:

First Year Seminar (1 cr.)

Writing requirement: ENG-W 131 (3 cr.)

Arts: One course (3 cr.)

Humanities: One course (3 cr.)

Social and behavioral sciences: Two courses (6 cr.)

Historical investigation (3 cr.)

Natural sciences: Two courses, including one biology course and a laboratory course in either biology or physics (5 cr.).

Mathematics: MATH-M 215 (5 cr.) or M 119 (3 cr.)

Note: Although M 119 counts toward the associate degree in chemistry, only M 215 will count toward a bachelor's degree in chemistry

Foreign language: Two courses in one language (8 cr.)

Chemistry Requirements: CHEM-C 105 Principles of Chemistry I (3 cr.)

CHEM-C 106 Principles of Chemistry II (3 cr.)

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

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

CHEM-C 341 Organic Chemistry I Lecture (3 cr.)

CHEM-C 342 Organic Chemistry II Lecture (3 cr.)

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

Chemistry elective: two courses from C 303, C 315—consult instructor, C 317, C 318, C 344, C 361, C 362, C 364—consult instructor, C 393, C 430, C 483 C 484, C 485.

Minor in Chemistry

The minor in chemistry requires 20-21 credit hours, with a grade of C or higher in each core course; at least 8 credit hours must be completed at IU Southeast. The courses include:

CHEM-C 105 Principles of Chemistry I (3 cr.

CHEM-C 106 Principles of Chemistry II (3 cr.)

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

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

CHEM-C 341 Organic Chemistry I Lecture (3 cr.)

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

and two of the following:

CHEM-C 303 Environmental Chemistry (3 cr.)

CHEM-C 317 Equilibria and Electrochemistry (3 cr.)

CHEM-C 318 Spectrochemistry and Separations (3 cr.)

CHEM-C 333 Experimental Environmental Chemistry (2 cr.)

CHEM-C 342 Organic Chemistry II Lecture (3 cr.)

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

CHEM-C 361 Physical Chemistry of Bulk Matter (3 cr.)

Minor in Environmental Chemistry

The minor in environmental chemistry requires at least 24 credit hours with a grade of C or higher in each core course, and must be chosen from the following:

CHEM-C 105 Principles of Chemistry I (3 cr.)

CHEM-C 106 Principles of Chemistry II (3 cr.)
CHEM-C 125 Experimental Chemistry I (2 cr.)
CHEM-C 126 Experimental Chemistry II (2 cr.)
CHEM-C 303 Environmental Chemistry (3 cr.)
CHEM-C 315 Chemical Measurements Laboratory I (3 cr.) **or**
CHEM-C 333 Experimental Environmental Chemistry (2 cr.)
CHEM-C 317 Equilibria and Electrochemistry (3 cr.)
CHEM-C 318 Spectrochemistry and Separations (3 cr.)
CHEM-C 341 Organic Chemistry I Lectures (3 cr.)
CHEM-C 343 Organic Chemistry I Laboratory (2 cr.)

Certificate in Environmental Science

This 25 to 29 credit hour program prepares science majors or graduates for employment in the environmental field. It provides skills such as field collecting, water sampling, report and scientific writing, soil sampling, regulatory policies, chemical and analytical methods, and research methods. Students must be in a degree program in the natural sciences, including biology, chemistry, geoscience, or physics, OR have a four-year degree in one of those areas. Once admitted, the student should remediate any prerequisites (listed following). Some of them can be taken simultaneously with the required courses.

For further information or to apply, contact the School of Natural Sciences at (812) 941-2284.

Prerequisites include one semester of introductory biology with lab, one year of general chemistry (usually C 105-C 125 and C 106-C 126) and one semester of organic chemistry (usually C 341-C 343), one semester of introductory geology (usually G 103 or G 104), one semester of college-level algebra (usually M 122 or M 125), one semester of physics (usually P 100, P 201, or P 221); and one semester of computer programming (usually C 201 or A 201).

Requirements	*Credits*
Biology	8
Ecology L 473-L 474 or Environmental Biology L 350 (3 cr.) Microbiology M 420-L 474 (5 cr.)	
Chemistry	8
Environmental Chemistry C 303-C 333 (5 cr.) Spectrochemistry and Separations C 318 (C 317 will not be necessary as a prerequisite for C 318) (3 cr.)	
Geoscience	6
Environmental and Urban Geology G 300 (3 cr.) Introduction to Hydrology G 451 (3 cr.)	
Laws and Regulations	0-3
e.g., HPER-S 354 (3 cr.)	
Physics	3
Environmental Physics (3 cr.)	
Internship or job experience	0-1
TOTAL	25-29 cr.

Computer Science

(Bachelor of Science in Computer Science)

Requirements To be admitted to the B.S. degree program in computer science, a student must satisfy the IU Southeast admission requirements. In addition, admission into the B.S. degree program requires that a student complete the following courses with a GPA of at least 2.5 and have an overall GPA of at least 2.5: C 201 Computer Programming II, C 202 Computer Programming, C 237 Operating Systems Concepts, and C 335 Computer Structures. These requirements must be met before attaining junior status (56 credit hours) in order to maintain a normal four-year schedule. Admission to this program will be limited to the number of students who can be effectively accommodated given the available resources. While completing the required basic computer science course work, the student is also required to fulfill the basic mathematics requirement (C 251, and M 119- M 120 or M 215-M 216). This is necessary to maintain a normal four-year schedule and to meet the mathematics prerequisite requirements of the upper-level computer science courses.

Each student will select one of two major option areas in which to pursue advanced courses: (1) information systems and (2) science/mathematics. Within each option area there are required advanced sequences in computer science and related disciplines that enable students to tailor their advanced course work to meet any one of several career objectives. Please note that taking the course requirements for both options on this degree may add up to a number fewer than the required 120 credit hours. The student should fulfill the remaining hours with electives.

Note: Candidates for the Bachelor of Science degree should first review "General Requirements for All Degrees at IU Southeast" in this Bulletin. Students must petition the department coordinator for acceptance of any computer science–related course

work more than seven years old. A minimum grade of C is necessary for all courses of the degree curriculum and specifically required general education courses.

Student Learning Goals

1. B.S. graduates will have clear understanding of the theoretical foundations of computing science, hardware structure, and programming algorithms and languages.
2. Graduates will be able to apply theory to the solution of practical business problems and to the analysis of existing algorithms and techniques, and to recommend techniques and algorithms appropriate to specific circumstances in the areas of automated systems.
3. Graduates will also be able to develop and evaluate new solutions in information technology areas.
4. Math/science option graduates will seek employment in networking, hardware, and some systems-level programming; or transfer to graduate schools for higher studies. Information systems graduates will be prepared for the business world, understanding business problems and creating computer-based solutions through programming, systems analysis, and design; or may also decide to transfer to graduate schools for higher studies in business-based computing.

Information Systems Option

The information systems option prepares students seeking employment in business or industry or who may pursue a graduate degree in information systems. Within this option, the student may select courses that prepare them for careers in areas such as applications programming, business systems design and implementation, and information systems management.

Curriculum

I. General Education. See campus requirements.

II. Written Communications—second writing course.
English ENG-W 234

III. Mathematics and Science
   a. Mathematics
   MATH-M 119-120 or M 215-216 and
   MATH-K 300 or Economics ECON-E 280
   b. Physical Science
   Physics PHYS-P 100 or P 201-202 or P 221-222
   c. Social and Behavioral Sciences
   Psychology PSY-P 101 and Sociology SOC-S 163

IV. Business and Economics
BUS-A 201
BUS-A 202
ECON-E 100
ECON-E 200
BUS-F 301
BUS-L 201
BUS-M 301
BUS-P 301
A business minor is an option after completing these courses; contact a business advisor for help.

V. Computer Science
CSCI-B 461
CSCI-B 490
CSCI-C 106
CSCI-C 201
CSCI-C 202
CSCI-C 237
CSCI-C 251
CSCI-C 311
CSCI-C 335
CSCI-C 343
CSCI-C 445
CSCI-C 455
CSCI-B/C/P 4XX (one course)

VI. General electives sufficient to total a minimum of 120 credits.

Science/Mathematics Option

The science/mathematics option prepares students seeking employment in the technical areas of computer applications or who may pursue a graduate degree in computer science. Within this option, the student may select courses that prepare them for careers in areas such as systems software design and implementation and scientific computing applications.

Curriculum

I. General Education. See campus requirements.

II. Written Communications—second writing course.
English ENG-W 234

III. Mathematics and Science
   a. Mathematics
   MATH-M 215
   MATH-M 216
   MATH-M 303
   MATH-M 360
   One approved MATH-M 300 or 400-level course
   A mathematics minor is an option after completing these courses; contact a mathematics advisor for help.

b. Natural and Physical Sciences
15 credits, including
CHEM-C 105-106 or PHYS-P 221-222

IV. Computer Science
CSCI–B 490
CSCI-C 106
CSCI-C 201
CSCI-C 202
CSCI-C 237
CSCI-C 251
CSCI-C 311
CSCI-C 335
CSCI-C 343
CSCI-C 455
CSCI-B/C/P 4XX (3 courses)

V. General electives sufficient to total a minimum of 120 credits.

Associate of Science in Computer Science

The program is designed to meet the needs of students who plan a career in computer science or whose career area requires extensive first-hand knowledge of computer science. Together, the basic curriculum and electives afford students considerable flexibility in planning a degree program to meet their career objectives.

CSCI-C 201 Computer Programming II is a required prerequisite to subsequent computer science courses and should be taken during the first semester of the first year. However, students who do not score high enough on the math placement test must take MATH-M 117 Intermediate Algebra before taking CSCI-C 201. Because of prerequisite relationships, the computer science courses must be taken in sequence.

Note: Candidates for the associate of science degree should first review "General Requirements for All Degrees at IU Southeast" in this *Bulletin*. Students must petition the department coordinator for acceptance of any computer science–related course work more than seven years old. A minimum grade of C is necessary for all courses of the degree curriculum and specifically required general education courses.

Curriculum

I. Written Communication
English ENG-W 131
English ENG-W 234

II. Oral Communication
Speech SPCH-S 121

III. Information Literacy
First-Year Seminar S 104

IV. Arts and Humanities
One elective recommended from general education.

V. Social and Behavioral Sciences
Two electives, Psychology PSY-P 101 and Sociology SOC-S 163 recommended

VI. Mathematics
Mathematics MATH-K 300 or
Economics ECON-E 280

VII. Computer Science
a. Required courses
CSCI-C 106
CSCI-C 201
CSCI-C 202
CSCI-C 237
CSCI-C 251
CSCI-C 335
CSCI-B/C/P 3XX/4XX (one course) or
CSCI-Y 398 Internships in Professional Practice (3 credits) after completing concentration area

b. Concentration area (one area required)

1.) Informatics Option
INFO-I 101
INFO-I 308

2.) Computer Networking Option
CSCI-A 247
CSCI-B 438

3. Database Systems Option
CSCI-C 343
CSCI-B 461

4. Web Systems Option
CSCI-N 341 or CSCI-A 346
CSCI-N 342 or CSCI-A 348

VIII. General electives sufficient to total a minimum of 60 credits
Recommended: Courses that satisfy the Bachelor of Science degree requirements.

Certificate in Information Technology

The information technology certificate is a 29 credit hour program that can be completed in one year. Requirements of the program can be used to continue toward the Computer Science Associate of Science or Bachelor of Science degrees in Computer Science or Informatics.

On completing the certificate, student will be capable of understanding, troubleshooting, and managing computing resources to apply technology in real world situations.

Curriculum

I. General Education

Written Communication
English ENG-W 131

Oral Communication
Speech SPCH-S 121

Information Literacy
First-Year Seminar S 104

II. Computer Science Requirements

CSCI-C 106
CSCI-C 201
CSCI-C 202
CSCI-A 290 or CSCI elective
CSCI-A 212 or BUS-K 201
CSCI Elective

III. General electives sufficient to total a minimum of 29 credits

It is recommended that you select general electives that satisfy specific computer science A.S. or B.S. degree requirements.

Minor in Computer Science

Curriculum

a. Computer Science core
CSCI-C 201
CSCI-C 202
CSCI-C 251

b. Concentration area (one area required)

1) Computer Networking Option
CSCI-A 247
CSCI-B 438
CSCI-C 237
CSCI-C 335

2) Database Systems Option
CSCI-B 461
CSCI-C 343

3) Client Server Option
BUS-K 321
CSCI-N 341
CSCI-N 342

4) Information Technology Option
CSCI-A 247
CSCI-N 341
CSCI-N 342

Geosciences

(Bachelor of Arts)

B.A. in Geoscience may be completed in one of two tracks: geography or geology. Students pursuing a geography track may select one of the following concentrations: Human Geography, Geographic Information Science (GIS), Environmental Geoscience, and Physical Geography.

Student Learning Goals

1. Geoscience majors will acquire substantive knowledge of global spatial patterns and concepts central to geosciences.
2. Geoscience majors will have the analytical and technical skills necessary to performs spatial analysis and research using GIS or other technology.
3. Geoscience majors will compete successfully in the professional job market or gain admittance to a geosciences graduate program.

Requirements In addition to the requirements listed in this *Bulletin* in the sections "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree," the student must select a geoscience track and complete one concentration within that track.

All geoscience majors must complete the following core courses:

GEOL-G 100 Earth Science: Geologic Aspects (5 cr.)

GEOG-G 107 Physical Systems of the Environment (3 cr.)

GEOG-G 338 Geographic Information Science (3 cr.)

Geography Track

In addition to the geoscience core courses, all geography concentration majors must complete the following courses:

GEOG-G 108 Physical Systems of the Environment–Lab (2 cr.)

GEOG-G 110 Introduction to Human Geography (3 cr.)

GEOG-G 201 World Regional Geography (3 cr.)

GEOG-G 333 Introductory Cartography (3 cr.)

Human Geography Concentration

For the Human Geography Concentration, students must complete the geoscience core, the geography track required courses, plus:

Select one from the following upper-level geography courses:

GEOG-G 323 Geography of Latin America (3 cr.)

GEOG-G 326 Geography of North America (3 cr.)

GEOG-G 425 Africa: Contemporary Geographic Problems (3 cr.)

GEOG-G 428 Geography of Western Europe (3 cr.)

And select one of the following approved concentration courses:

GEOG-G 213 Introduction to Economic Geography (3 cr.)

GEOG-G 307 Biogeography (3 cr.)

GEOG-G 320 Population Geography (3 cr.)

GEOG-G 418 Historical Geography (3 cr.)

Select (with advisor approval) one of the following capstone options:

GEOG-G 490 Senior Seminar (3 cr.)

GEOG-G 450 (3 cr.)

GEOG-G 460 (3 cr.)

And 9 credit hours in geosciences electives.

Total 37 credits in geoscience.

Geographic Information Science (GIS) Concentration

For the Geographic Information Concentration, students must complete the geoscience core, the geography track required courses, plus:

GEOG-G 438 Advanced Geographic Information Systems (3 cr.)

Select one of the following approved concentration courses:

GEOG-G 320 Population Geography (3 cr.)

GEOG-G 439 Seminar in Geographic Information Systems (3 cr.)

Select (with advisor approval) one of the following capstone options:

GEOG-G 490 Senior Seminar (3 cr.)

GEOG-G 450 (3 cr.)

GEOG-G 460 (3 cr.)

Plus 9 credit hours of geoscience electives, MATH-K 300 Statistical Techniques (3 cr.) and an approved computer science course emphasizing database concepts.

Total 37 credits in geoscience (6 in allied sciences).

Environmental Geoscience Concentration

For the Environmental Geoscience Concentration, students must complete the geoscience core, the geography track required courses, plus:

GEOG-G 315 Environmental Conservation (3 cr.)

Select one of the following approved concentration courses:

GEOG-G 307 Biogeography (3 cr.)

GEOG-G 308 Natural/Human-Induced Disasters (3 cr.)

GEOL-G 300 Environmental and Urban Geology (3 cr.)

GEOG-G 432 Current Issues in Environmental Conservation (3 cr.)

Select (with advisor approval) one of the following capstone options:

GEOG-G 490 Senior Seminar (3 cr.)

GEOG-G 450 (3 cr.)

GEOG-G 460 (3 cr.)

Plus 9 credit hours of geoscience electives, and either SPEA-E 162 Environment and man (3 cr.) or BIOL-L 350 Environmental Biology (3 cr.).

Total 37 credits in geoscience (3 in allied sciences).

Physical Geography Concentration

For the Physical Geography Concentration, students must complete the geoscience core, the geography track required courses, plus:

Select two courses from the following upper-level geography courses:

GEOG-G 304 Meteorology and Physical Climatology (3 cr.)

GEOG-G 308 Natural/Human-Induced Disasters (3 cr.)

GEOG-G 404 Soils Geography (3 cr.)

GEOL-G 415 Geomorphology (3 cr.)

GEOL-G 451 Elements of Hydrogeology (3 cr.)

Select (with advisor approval) one of the following capstone options:

GEOG-G 490 Senior Seminar (3 cr.)

GEOG-G 450 (3 cr.)

GEOG-G 460 (3 cr.)

Plus 9 credit hours of geoscience electives.

Total 37 credits in geoscience.

Note: For students preparing for graduate school and science-related jobs, it is strongly recommended that students take additional course work in the natural sciences including at least one two course sequence selected from biology, chemistry, computer science, mathematics, or physics.

Geology Track

In addition to the geoscience core courses, all geology track majors must complete the following courses:

GEOL-G 221 Introductory Mineralogy (4 cr.)

GEOL-G 222 Introduction to Petrology (4 cr.)

GEOL-G 334 Principles of Sedimentology and Stratigraphy (4 cr.)

GEOL-G 415 Geomorphology (3 cr.)

Select one of the following approved concentration courses:

GEOL-G 300 Environmental and Urban Geology (3 cr.)

GEOG-G 304 Meteorology and Physical Climatology (3 cr.)

GEOG-G 404 Soils Geography (3 cr.)

GEOL-G 451 Elements of Hydrogeology (3 cr.)

Select one of the following capstone course options:

GEOL- G 410 (3 cr.) Undergraduate Research

GEOL-G 460 (3 cr.) Internship in Geology.

Plus 6 credit hours of geoscience electives. Total 38 credits in geoscience.

Allied Science and Mathematics Geology track majors must complete:

MATH-M 215 (5 cr.), MATH-M 216 (5 cr.)

Plus a minimum of 15 credit hours in courses selected from the following, representing fundamental material in biology, chemistry, mathematics, and physics. At least one course must be taken from each discipline.

Biology:	BIOL-L 100 (5 cr.), BIOL-L 101 (5 cr.), BIOL-L 102(5 cr.)
Chemistry:	CHEM-C 101 (3 cr.) + CHEM-C 121 (2 cr.), CHEM-C 102 (3 cr.) + CHEM-C 122 (2cr.) CHEM-C 105 (3 cr.) + CHEM-C 125(2 cr.), CHEM-C 106 (3 cr.) + CHEM-C 126 (2 cr.)
Mathematics:	MATH-M 119 (3 cr.) or MATH-M 215 (5 cr.), MATH-M 216 (5 cr.)
Physics:	PHYS-P 100 (5 cr.) or PHYS-P 201 (5 cr.) or PHYS-P 202 (5 cr.) or PHYS-P 221 (5 cr.) or PHYS-P 222 (5 cr.)

Note: It is recommended that students complete a two-course sequence in the allied science that most closely follows their interests. For students preparing for graduate school and science-related jobs, it is strongly recommended that students take additional course work in the natural sciences

Geoscience (Associate of Arts)

See also "Technical Requirements for Undergraduate Degrees" and "General Requirements for the Associate of Arts Degree" in this *Bulletin*.

MATH-M 118 or above.

One year proficiency in foreign language

Select one:

GEOG-G 107 Physical Systems of the Environment (3 cr.)

GEOL-G 100 Earth Science: Geologic Aspects (5 cr.)

Select one:

AST-A 100 The Solar System (3 cr.) or AST-A 105 Stellar Astronomy (3 cr.)

GEOG-G 201 World Regional Geography (3 cr.)

GEOL-G 221 Introductory Mineralogy (4 cr.)

and 12 credit hours in geoscience with at least 9 credit hours in lecture-based geography, geology, or astronomy courses, with at least 6 credit hours at the 300-400 level. Approval of program by geoscience advisor required.

Electives bring total to 60 credit hours.

Minors in Geoscience

Requirements for a Minor in Geography

18 credit hours, including the following geography courses:

GEOG-G 107 Physical Systems of the Environment (3 cr.)

GEOG-G 110 Introduction to Human Geography (3 cr.)

GEOG-G 201 World Regional Geography (3 cr.)

Select one:

GEOG-G 333 Introductory Cartography (3 cr.)

GEOG-G 338 Geographic Information Science (3 cr.)

and

6 credit hours in geography with at least 3 credit hours in lecture-based courses at the 300-400 level. Approval of program by geoscience advisor is required.

Requirements for a Minor in Geology

19 credit hours of geological sciences classes including:

GEOL-G 100 (5 cr.) Earth Science: Geologic Concepts, GEOL-G 221 (4 cr.) Introduction to Mineralogy, GEOL-G 222(4 cr.) Introductory Petrology

and

at least 6 credit hours in geology from lecture-based courses at the 300-400 level. Approval of program by geoscience advisor is required.

Requirements for a Minor in Geosciences

18 credit hours, including:

Either GEOG-G 107 (3 cr.) Physical Systems of the Environment or GEOL-G 100 Earth Science: Geologic Aspects (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)

Select one:

AST-A 100 The Solar System (3 cr.) or AST-A 105 Stellar Astronomy (3 cr.),

GEOG-G 201 World Regional Geography (3 cr.)

GEOL-G 221 Introductory Mineralogy (3 cr.)

and

9-12 credit hours with at least 9 credit hours in lecture-based formal geography, geology, or astronomy courses, with at least 6 credit hours at the 300-400 level.

Approval of program by geoscience advisor required. Students cannot earn a minor in geoscience if they apply for a geoscience major or a geography or geology minor.

Informatics

(Bachelor of Science in Informatics)

Student Learning Goals

1. The graduate will be able to serve as a liaison between an organization's nontechnical personnel and its information technology personnel; thus providing the vital communication link between end users of technology and those who develop the technology for the end users.
2. The graduate will be able to recognize opportunities for the application of "off-the-shelf" technology to the day-to-day problems faced by the graduate's organization. Furthermore, the graduate, in many cases, will be able to apply this off-the-shelf technology directly to solving these problems.
3. The graduate will be able to recognize and propose the creation of new information technology solutions to the organization's long-term problems. The graduate will contribute to the development of these new solutions by representing the nontechnical end users in the development process.

The Informatics degree prepares students seeking a broad understanding of information technology, its social and psychological dimensions, and its application to other chosen disciplines. The program in Informatics will prepare students to become highly skilled professionals. Students are expected to acquire strong technical and analytical skills that can be applied to other disciplines, such as arts & humanities (e.g., digital media, music), business, health sciences, natural sciences (e.g., bioinformatics, chemistry, geosciences), and social sciences (e.g., criminal justice, journalism, psychology, sociology). Such skills can be applied in industry and can also provide the necessary academic requirements to enter graduate programs in a number of related disciplines.

Prospective students should begin with a core curriculum in informatics, and soon thereafter proceed to choose a complementary area of specialization called a cognate area. Cognate areas allow students, with the help of their advisors, to tailor a program to their specific needs and interests.

Requirements To be admitted to the B.S. degree program, a student must satisfy the IU Southeast admission requirements. In addition, admission into the B.S. degree program requires that a student complete the following courses with a minimum grade of a C: INFO-I 101 Introduction to Informatics; general education requirements in English composition and mathematics. Admission to this program will be limited to the number of students that can be effectively accommodated given the available resources.

Each student will select at least one cognate area in which to pursue courses; the cognate areas are listed as follows. Any course in the Informatics Core or cognate area must be completed with a grade of C or better. Please note that taking only the course requirements may add up to a number fewer than the required 120 credit hours. The student should fulfill the remaining hours with electives.

Note: These specific requirements may change so as to affect individuals who begin programs during the 2006 fall semester and thereafter. Candidates for the Bachelor of Science degree should first review

"General Requirements for All Degrees at IU Southeast" in this *Bulletin*.

Curriculum (Minimum of 120 credits)

I **General Education** Electives must be selected from the approved list of general education courses.

Cognate areas may satisfy some of the following requirements.

1. Written Communication
   - ENG-W 131
   - ENG-W 234
2. Oral Communication
   - SPCH-S 121
3. Quantitative Reasoning
   - *Campuswide general education requirement Recommended: MATH-M 118*
4. Information Technology Fluency
   - CSCI-C 106
   - CSCI-N 341
   - CSCI-N 342

5. Central Ideas, Issues, and Methods of Inquiry
   - Arts/humanities: *campuswide general education requirement*
   - Natural sciences: *campuswide general education requirement*
   - Social/behavioral sciences: *campuswide general education requirement*
6. Critical Thinking
   - *Campuswide general education requirement Recommended:* INFO-I 201
7. Diversity
   - *Campuswide general education requirement Recommended:* SOC-S 163, POLS-Y 107 or POLS-Y 109
8. Reasoning about moral and ethical issues
   - *Campuswide general education requirement*

9. International Dimension
   - Choose from one of the following options:
     a. Two courses from the IU Southeast Informatics International Dimension list; see www.informatics.ius.edu/intdim.cfm for the list of courses.

        Note: These courses cannot be used to satisfy other general education requirements.

     b. Three semesters in the same language, or equivalent proficiency
     c. An international experience approved by the program director

II. Informatics Core Requirements
- INFO-I 101 Introduction to Informatics
- INFO-I 201 Mathematical Foundations of Informatics (or CSCI-C 251)
- INFO-I 202 Social Informatics
- INFO-I 210 Information Infrastructure I (or CSCI-C 201)
- INFO-I 211 Information Infrastructure II (or CSCI-C 202)
- INFO-I 300 Human-Computer Interaction
- INFO-I 308 Information Representation

Select two of the following Upper Division Informatics courses:
- INFO-I 303 Organizational Informatics
- INFO-I 310 Multimedia Arts and Technology
- INFO-I 320 Distributed Systems and Collaborative Computing
- INFO-I 330 Legal and Social Informatics of Security
- INFO-I 400 Topics in Informatics
- INFO-I 421 Applications of Data Mining
- INFO-I 427 Search Informatics
- INFO-I 430 Security of Network Systems
- INFO-I 441 Human-Computer Interaction Design I
- INFO-I 453 Computer and Information Ethics
- INFO-I 499 Readings and Research in Informatics

One of the following capstone options *(with program director approval)*:
- INFO-I 494/495 Design and Development of an Information System
- INFO-I 491 Capstone Project Internship (3-6 cr.)
- INFO-I 492/493 Thesis/Senior Project

III. Informatics Cognate Area Requirements

Choose one from the approved list of IU Southeast Cognate Areas:

(***Note:*** each cognate's specific courses are listed as follows.)
- Biology
- Business
- Criminal Justice
- Computer Networking
- Digital Media
- Geosciences
- Health Science
- Journalism
- Pre-M.B.A.
- Psychology
- Sociology

IV. General Electives bringing total to a minimum of 120 credits

Informatics Cognate Area Required Courses

The abbreviation "P" refers to the course prerequisite or prerequisites.

The abbreviation "C" refers to a course that should be taken concurrently with another course.

Biology

Required:
- BIOL-L 101 Introduction to Biological Sciences I
- BIOL-L 102 Introduction to Biological Sciences II

  Note: L 101 and L 102 can be taken in either order
- BIOL-L 211 Molecular Biology
  P: BIOL-L 101, BIOL-L 102

Electives (choose two lectures and at least one corresponding concurrent lab):

- BIOL-L 311 Genetics
  P: BIOL-L 101, BIOL-L 102, BIOL-L 211
  C: BIOL-L 319 (lab)
- BIOL-L 312 Cell Biology
  P: BIOL-L 102, BIOL-L 211
  C: BIOL-L 313 (lab)
- MICR-M 310
  P: BIOL-L 101, BIOL-L 102
  C: MICR-M 315 (lab)

Business

Required:

- BUS-A 201 Introduction to Financial Accounting
- ECON-E 100 Current Economic Topics
- ECON-E 280 Applied Statistics for Business and Economics I
  P: CSCI-C 106, INFO-I 210

Electives (choose three):

- BUS-F 301 Financial Management
  P: BUS-A 202
- BUS-K 321 Management Information Systems
  P: CSCI-C 106, INFO-I 210
- BUS-M 300 Introduction to Marketing
  Note: BUS-M 301 (Introduction to Marketing Management) may be substituted for M 300, but M 301 has ECON-E 200 as a prerequisite
- BUS-P 301 Operations Management
- BUS-Z 302 Managing and Behavior in Organizations

Chemistry

Required:

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 106 Principles of Chemistry II
  P: CHEM-C 105
- CHEM-C 125 Experimental Chemistry I (Lab)
  P or C: CHEM-C 105
- CHEM-C 341 Organic Chemistry I
  P: CHEM-C 106
- CHEM-C 362 Physical Chemistry of Molecules
  P:CHEM-C 106, MATH-M 216, PHYS-P 202 (or, P or C: PHYS-P 222)

Electives (choose two):

- CHEM-C 361 Physical Chemistry of Bulk Matter
  P: CHEM-C 106, MATH-M 216, PHYS-P 202 (or, P or C: PHYS-P 222).
- CHEM-C 342 Organic Chemistry II
  P: CHEM-C 341
- CHEM-C 318 Spectrochemistry and Separations
  P:CHEM-C3 17 or Chemistry advisor permission
- CHEM-C 484 Biomolecules and Catabolism
  P:CHEM-C 342, C 361, BIOL-101
- CHEM-C 485 Biosynthesis and Physiology
  P:CHEM-C 484

Computer Networking Required:

- CSCI-A 247 Network Technologies and Administration
  P: INFO-I 210
- CSCI-B 438 Fundamentals of Computer Networks
  P: INFO-I 201, INFO-I 211, CSCI-A 247
- CSCI-C 343 Data Structures
  P: INFO-I 201, INFO-I 211
- CSCI-B 461 Database Concepts
  P: CSCI-C 343

Criminal Justice

Required:

- CJUS-P 100 Intro to Criminal Justice
- CJUS-P 200 Theories of Crime and Deviance
- CJUS-P 295 Criminal Justice Data, Methods, and Resources
  P: CJUS-P 100

Electives (choose three):

- CJUS-P 374 Substantive Criminal Law
- CJUS-P 302 Courts and Criminal Justice
  P: CJUS-P 100
- CJUS-P 301 Police in Contemporary Society

Digital Media

Required:

- FINA-P 273 Computer Art and Design
- FINA-S 250 Graphic Design I, Introduction to Design Practice
  P: FINA-S P 273
- FINA-S 351 Graphic Design II-Typography and Integration of Imagery
  P: FINA-P 273
- FINA-S 352 Graphic Design III, Production for the Graphic Designer
  P: FINA-S 250, FINA-S 351
- FINA-P 380 Web Design
- FINA-T 338 Special Topics in Digital Media: Digital Photography

Note: For the courses listed here, Digital Media Informatics students are required to meet the FINA prerequisites as they are shown above, but are not required to meet other FINA prerequisites that may be listed in the *Bulletin*.

Geosciences

Required:

- MATH-K 300 Statistical Techniques
- GEOG-G 338 Geographic Information Science
- GEOG-G 438 Advanced Geographic Information Systems
  P: GEOG-G 338
- GEOG-G 439 Seminar in Geographic Information Systems
  P: GEOG-G 438

Electives (choose one with program director approval):

- GEOG-G 450 Undergraduate Readings & Research in Geography
- GEOG-G 460 Geography Internship

Health Science

Required:

- AHLT-M 190 Coding I
  P: AHLT-M 195, ANAT-A 215
- AHLT-M 191 Coding II
  P: AHLT-M 190
- AHLT-M 322 Hospital Organization Management
  P: PHSL-P 215
- AHLT-M 325 Healthcare Information Requirements and Standards
  P: PHSL-P 215
- AHLT-M 350 Medical Science I
  P: AHLT-R 200, CHEM-C 104
- AHLT-M 420 Healthcare Planning Information Systems
  P: PHSL-P 215
- AHLT-M 445 Medicine and the Law
  P: PHSL-P 215
- AHLT-M 470 Healthcare Reimbursement Systems
  P: AHLT-M 191, AHLT-M 445

Journalism

Required:

- JOUR-C 200 Introduction to Mass Communication
- JOUR-J 200 Reporting, Writing, and Editing I
- JOUR-J 210 Visual Communication
- JOUR-J 341 Newspaper Reporting
  P: JOUR-J 200
- FINA-P 380 Web Design

Pre-M.B.A.

Required:

- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
  P: BUS-A 201
- ECON-E 100 Current Economic Topics
- ECON-E 200 Fundamentals of Economics
  P: ECON-E 100
- ECON-E 280 Applied Statistics for Business and Economics I
  P: CSCI-C 106, INFO-I 210
- BUS-F 301 Financial Management
  P: BUS-A 202
- BUS-K 321 Management Information Systems
  P: CSCI-C 106, INFO-I 210
- BUS-P 301 Operations Management
  P: ECON-E 280
- BUS-M 301 Introduction to Marketing Management
  P: ECON-E 200
- MATH-M 119 Brief Survey of Calculus I

Psychology

Required:

- PSY-P 101 Introductory Psychology I
- PSY-P 102 Introductory Psychology II
  Note: P 101 and P 102 can be taken in either order
- PSY-P 250 Research and Quantitative Methods I
  P: PSY-P 101, PSY-P 102
- PSY-P 251 Research and Quantitative Methods II
  P: PSY-P 250
- PSY-P 493 Independent Study

  Note: Must have program director's approval. Students will work with a professor to propose and carry out at least a one credit hour Informatics project related to any 300-or 400-level psychology class.

Electives (choose one—all require PSY-P 101 and PSY-P 102 as prerequisite):

- PSY-P 324 Abnormal Psychology
- PSY-P 329 Sensation and Perception
- PSY-P 335 Cognitive Psychology
- PSY-B 378 Introduction to Industrial Psychology

Sociology

Required:

- SOC-S 163 Social Problems
- SOC-S 250 Methods and Statistics I
  P: SOC-S 163
- SOC-S 251 Methods and Statistics II
  P: SOC-S 250

Electives (choose three—all require SOC-S 163 as prerequisite):

- SOC-S 305 Population and Human Ecology
- SOC-S 314 Social Aspects of Health Medicine
- SOC-S 319 Sociology of Science
- SOC-S 360 Topics in Social Policy
- SOC-S 405 Selected Social Institutions
- SOC-R 481 Evaluation Research Methods

Minor in Informatics

Curriculum

Students are required to take the following:

- Three courses from the Informatics core course list
- Two courses from the upper division Informatics courses.

Mathematics

Student Learning Goals for Bachelor of Science in Mathematics and Bachelor of Arts in Mathematics

1. Students will acquire mathematical knowledge.
2. Students will develop analytical and reasoning skills.
3. Students will be prepared for further study and for careers in their field.

Mathematics (Bachelor of Science in Mathematics)

See also "General Requirements for Undergraduate Degrees at IU Southeast."

Student learning goals are those defined for the B.A. in Mathematics.

Requirements

I. General Education (in addition to "General Education Requirements for Undergraduate Degrees at IU Southeast")
   a. Written Communication (3)
      English W 234 and Mathematics M 380 or M 436
   b. Foreign Language (8)
      One year of a single foreign language

II. Science Requirements ..... (21)
   a. Biology (3)
   b. Computer Science C 201-C 202 (8)
   c. Physics P 221-P 222 or Chemistry C 105-C 125 and C 106-C 126 (10)

III. Mathematics Requirements:
   a. Core ..... (29)
      MATH-M 215 Analytic Geometry and Calculus I ..... (5)
      MATH-M 216 Analytic Geometry and Calculus II ..... (5)
      MATH-M 303 Linear Algebra for Undergraduates ..... (3)
      MATH-M 311 Calculus III ..... (3)
      MATH-M 360 Elements of Probability Theory ..... (3)
      MATH-M 391 Foundations of the Number Systems ..... (3)
      MATH-M 403- 404 Introduction to Modern Algebra I-II or ..... (6)
      MATH-M 413- 414 Introduction to Analysis I-II
      MATH-M 493 Senior Thesis in Mathematics ..... (1)
   b. Four additional courses from the following list (12):
      MATH-M 312 Calculus IV ..... (3)
      MATH-M 313 Elementary Differential ..... (3)
      Equations with Applications
      MATH-M 366 Elements of Statistical Inference ..... (3)
      MATH-M 380 History of Mathematics ..... (3)
      MATH-M 403 Introduction to Modern Algebra I ..... (3)
      MATH-M 404 Introduction to Modern Algebra II ..... (3)
      MATH-M 405 Number Theory ..... (3)
      MATH-M 413 Introduction to Analysis I .... (3)
      MATH-M 414 Introduction to Analysis II ... (3)
      MATH-M 415 Elementary Complex ..... (3)
      Variables with Applications
      MATH-M 421 Introduction to Topology I.. (3)
      MATH-M 422 Introduction to Topology II.. (3)
      MATH-M 436 Introduction to Geometries.. (3)
      MATH-M 435 Introduction to Differential Geometry ..... (3)
      MATH-M 471 Numerical Analysis I ..... (3)

IV. Electives ..... (24)

Students are encouraged to choose electives that further their particular career goals.

Mathematics (Bachelor of Arts)

Requirements In addition to the requirements listed in this *Bulletin* in the sections "General Requirements for Undergraduate Degrees at IU Southeast" and "General Requirements for the Bachelor of Arts Degree," the student must take Mathematics M 215, M 216, M 303, M 311, M 360, M 391, one additional mathematics course at the 300 level (excluding K 300), the sequence of M 403-M 404 or the sequence of M 413-M 414, and computer science C 201. The requirement for research writing is completed by taking English W 234 and Mathematics M 380 or M 436. No mathematics course below the 200 level may be counted toward the major subject area. These requirements are a minimum; those students who are planning graduate study in mathematics are strongly encouraged to take both of the sequences M 403-M 404 and M 413-M 414. In addition, it is strongly recommended that the candidate take electives in areas related to mathematics. Depending on interests and goals, the candidate may choose these from other mathematics offerings; from computer science offerings such as C 251; from physics offerings such as P 221-P 222; from chemistry offerings such as C 105-C 106; or from various education courses leading to certification.

Mathematics (Associate of Arts)

See also "Technical Requirements for Undergraduate Degrees" and "General Requirements for the Associate of Arts Degree" in this *Bulletin*.

Concentration Requirements

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

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

M 311 Calculus III (3 cr.)

and one of the following courses:

M 303 Linear Algebra for Undergraduates (3 cr.)

M 313 Elementary Differential Equations with Applications (3 cr.)

M 360 Elements of Probability (3 cr.)

M 391 Foundations of the Number Systems (3 cr.)

Double Majors in Mathematics and Computer Science and Mathematics and Education

The B.S. degrees in computer science (mathematics/science option) and secondary education (teaching major in mathematics) are quite similar to the B.S. in mathematics. Because both of these majors require a significant number of the major courses in the mathematics major, it is quite easy to obtain a double major in mathematics and either of these majors.

In order to obtain a double major in mathematics and computer science, you must complete the requirements for the B.S. degree in computer science with the mathematics/science option and take the following additional courses: M 311, the sequence M 403-M 404 or the sequence M 413-M 414, M 493, and one additional course selected from the following list: M 312, M 313, M 366, M 380, M 404, M 405, M 414, M 415, M 435, M 436, M 421, M 422, M 471, C 451, C 463.

In order to obtain double degrees in mathematics and secondary education, you must complete the requirements for the B.S. degree in secondary education with a teaching major in mathematics and take the following additional courses: M 311, either M 391 or M 403, M 413, M 495, and one additional course selected from the following list: M 312, M 313, M 404, M 405, M 414, M 415, M 435, M 421, M 422, M 471. (***Note:*** one of M 391 or M 403 is required for the B.S. degree in secondary education. For the double degree, you would take both of these courses.) If you choose the option of taking M 313 as part of the education major, then this will also meet the last part of the above requirement.

Students planning to pursue graduate study in mathematics are strongly encouraged to take both of the sequences M 403-M 404 and M 413-M 414.

Students majoring in mathematics or physical sciences are strongly advised to take Computer Science C 201 and Mathematics M 313, M 366, M 371, and M 415. If these students have a strong high school background in algebra and trigonometry, they should start their mathematics studies with M 215 and M 216. Students whose high school background is weak in algebra or trigonometry should take M 125 and/or M 126 before taking M 215.

Students majoring in business or social sciences who have a good high school background in algebra should take M 118 and M 119. Students with a weak high school background in algebra should take M 007 before taking M 118 and should take M 122 before taking M 119. Biology and social science majors should also take Computer Science C 201. C 203 is a recommended computer science course for business majors.

Students majoring in education should refer to the School of Education for programs leading to certification. Students whose high school background is weak in algebra or trigonometry should take M 125 and/or M 126 before taking M 215. For students in secondary mathematics education (bachelor's or master's degree candidates), the following math courses are recommended: M 303, M 360, M 366, M 371, M 391, M 403, M 413, M 421, and M 436.

Requirements for a Minor in Mathematics 16 credit hours including the following mathematics courses:

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

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

M 311 Calculus III (3 cr.)

and one of the following:

M 303 Linear Algebra for Undergraduates (3 cr.)

M 313 Elementary Differential Equations with Applications (3 cr.)

M 360 Elements of Probability (3 cr.)

Physics (Associate of Arts)

See also "Technical Requirements for Undergraduate Degrees" and "General Requirements for the Associate of Arts Degree" in this Bulletin.

The required concentration courses are P 221, P 222, P 301, and P 309.

The nondistribution electives should come from the following: MATH-M 215, M 216, M 311, M 313; CSCI-C 201 and/or CHEM-C 105, C 106, C 125, C 126.

Requirements for a Minor in Physics

18 credit hours in physics including these physics courses: P 201 or P 221, P 202 or P 222, P 301, P 309, and one additional 3 credit hour physics course numbering 300 or above.

Indiana University Southeast School of Nursing

Life Sciences 276
Phone: (812) 941-2340
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Associate Professors Bowles, McKay, Reid

Assistant Professors McIlvoy, Myers

Clinical Associate Professors of Nursing Free Clinical Assistant Professor of Nursing McMahan Senior Lecturer Hollowell

Lecturers Hackett, Huntington-Moskos, White

Adjunct Lecturers Chandler, Heath, Hollis, Jackson, Johnson, Knies Lewis, McCormick, Whittaker

Mission Statement

The mission of Indiana University Southeast School of Nursing is to create a community of learning that addresses society's need for caring professionals and that nurtures students, faculty, and staff from diverse backgrounds.

Our vision for the Indiana University Southeast School of Nursing is to promote nursing care excellence through a community of lifelong learning that focuses on society's needs for high-quality health care and scientifically educated professional nurses. We will strive to provide a supportive environment that fosters the educational and developmental needs of students, faculty, staff and alumni from diverse, multicultural backgrounds. Faculty in our undergraduate program will be known for their scholarship in the areas of research, interactive learning, discovery, application and integration. We are committed to advancing the science and practice of nursing through excellence in nursing education based on preparing graduates who will provide high-quality nursing care to a diverse, multicultural society, conduct research, and teach future nurses. We will achieve these goals through cooperative teaching strategies, promotion of critical thinking skills, and use of cutting-edge technology.

Undergraduate Programs

The Indiana University School of Nursing opened its doors in Indianapolis in 1914 evolving into one of the largest nursing schools in the country. Effective July1, 2008 the university school changed its configuration form one university school to one core school (IUPUI-IUB-IUPUC) with 5 independent schools of nursing (IU-East, IU-Kokomo, IU-Northwest, IU-South Bend, & IU-Southeast). Each campus is an independent entity with their own dean and administrative structure, their own budget supporting the educational mission, and a separate accreditation status for each school. The B.S.N. degree is fully accredited by the Indiana State Board of Nursing and the Commission on Collegiate Nursing Education.

Students in the School of Nursing will be held to the American Nurses Association's Standards of Professional Performance, Code of Ethics for Nurses, and the *Code of Student Rights, Responsibilities, and Conduct*. They are described as follows:

Standards of Professional Performance The American Nurses Association has implemented Standards of Professional Performance (2003) that describe a competent level of behavior in the professional role. Registered nurses are accountable for their professional actions to themselves, their patients, their peers, and ultimately to society.

1. The registered nurse systematically enhances the quality and effectiveness of nursing practice.
2. The registered nurse attains knowledge and competency that reflects current nursing practice.
3. The registered nurse evaluates one's own nursing practice in relation to professional practice

standards and guidelines, relevant statutes, rules, and regulations.

4. The registered nurse interacts with and contributes to the professional development of peers and colleagues.
5. The registered nurse collaborates with patient, family, and others in the conduct of nursing practice.
6. The registered nurse integrates ethical provisions in all areas of practice.
7. The registered nurse integrates research findings into practice.
8. The registered nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing services.
9. The registered nurse provides leadership in the professional practice setting and the profession.

The Code of Ethics for Nurses Each person, upon entering the nursing profession, inherits a measure of the responsibility and trust associated with the profession, along with the corresponding obligation to adhere to the standards of ethical practice and conduct it has set. Nursing students are expected to show responsibility in their behavior; to deal with faculty, peers, patients, and clinical staff in a direct and honest manner; and to be professional in their conduct. ***Students who violate accepted standards for professional nursing may be discharged from the program.*** The Code of Ethics for Nurses was adopted by the American Nurses' Association in 1950 and revised in 1960, 1968, 1976, 1985, and 2001.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Code of Student Rights, Responsibilities, and Conduct Students are subject to the standards of conduct defined in the Code of Student Rights, Responsibilities, and Conduct. Due process, as described in the code and the School of Nursing Admission, Progression, and Graduation (APG) Committee policies, will be followed for any student found to be in violation of these standards. All Indiana University Southeast students are responsible for acquainting themselves with and adhering to the policies outlined in this document.

Nursing (Bachelor of Science in Nursing)

Purpose

The baccalaureate program offers a creative curriculum for the education of professional nurses who are competent to meet the current and future health needs of society. The curriculum prepares graduates to function as practitioners in acute and long-term care, community settings, home care, and other nontraditional settings and provides a foundation for leadership positions and graduate study.

The graduate possesses a broad knowledge of the humanities, biological and social sciences, and nursing. As a beginning practitioner, the graduate applies well-developed problem-solving skills in caring for individuals, families, and communities.

The curriculum includes two areas of study: (1) general education course work, and (2) the nursing

major courses, both in the classroom and clinical/practicum settings.

Two categories of students are admitted to Indiana University School of Nursing: (1) basic baccalaureate students seeking initial preparation for nursing, and (2) registered nurses who have graduated from a diploma or associate degree program in nursing.

Student Outcomes

The following lists the baccalaureate program outcomes:

Critical Thinker Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.

Culturally Competent Person Someone who can provide holistic nursing care to a variety of individuals, families, and communities.

Knowledgeable Coordinator A coordinator of community resources who facilitates individual, family, and community access to resources necessary to meet health care needs.

Politically Aware Person Someone who participates in the profession and the practice of nursing with a global perspective.

Conscientious Practitioner An individual who practices within the ethical and legal framework of the nursing profession.

Effective Communicator An effective communicator who is able to share accurate information.

Therapeutic Nursing Intervention/Competent Care Provider A competent provider of health care who assumes the multiple role dimensions in structured and semistructured health care settings.

Professional Role Model A person who promotes a positive public image of nursing.

Responsible Manager A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes.

Prenursing Academic Policies

Admission to the B.S.N. program is competitive. Not all students who meet minimal admission criteria may be accepted.

Application to the Baccalaureate Major for Basic Students

Students who meet the following criteria may apply for competitive review for admission to the Bachelor of Science in Nursing Program:

1. Admitted to Indiana University as a degree-seeking student.
2. Maintain a minimum Indiana University cumulative grade point average (GPA) of 2.5 on a 4.0 scale. Does not include transfer or FX courses.
3. Complete general-education courses required for admission.
4. Demonstrate a prenursing admission GPA of 2.7 on a 4.0 scale for all completed course work required for admission. The nursing admission GPA is calculated on all completed courses required for the B.S.N. degree. Grades earned in transfer courses accepted and applied to required general-education credit hours will count in the calculation of the admission GPA. For repeated courses, the repeated grade will be the grade used in the admission calculation of the grade point average. In the case where more than one science course has been repeated, both the first-time and second-time course grades will be entered into the GPA calculation for the second repeated science course.
5. Designate which courses will meet the general education requirements where course choice is an option. Courses designated for the nursing major may be repeated only one (1) time. Students must successfully complete all courses for the degree with a C or better by the second attempt.
6. Complete all required course work by established deadline date. This includes independent studies, correspondence course work, and courses for which students have received an incomplete (I). Students wishing to transfer required course work from another college/university must be in good academic standing in that university and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.
7. Repeat no more than three (3) required general education courses. Of the three courses, only two (2) failures will be allowed in science course work. (One science course and corresponding lab are considered one course.) A student must achieve a grade of C (2.0) or higher in all program requirements. This criterion also applies to any student wishing to transfer required general education courses from a university other than Indiana University Southeast.
8. Submit program application by the published date. Applications received after the published deadline will be considered at the discretion of the faculty. Students may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if they maintain eligibility.
9. Applicants who do not meet one or more of the previous criteria may request special consideration

by the campus Admission, Progression, and Graduation Committee. Depending on applicant pool, space, and resources, IU Southeast may consider applicants who do not meet one or more of the admitting criteria. Consult with the academic advisor to determine the appropriate process to be followed.

Admission to the Nursing Major

Admission to the nursing major is competitive. The nursing faculty has the responsibility and authority to select applicants for admission to the baccalaureate nursing program.

Priority for admission will be given to students who have completed more than half of the program requirements at IU Southeast. Transfer students from other IU campuses and non-IU campuses will be considered for admission based on availability of space. Students will be admitted to the baccalaureate program for a specific semester and are expected to enter the program that semester. Students not entering the specific semester must reapply for a subsequent semester on a competitive basis. Students will not be considered for further admission if they have declined an admission offer two times.

Students making application to the nursing program for fall 2008 and thereafter will be subject to revised admission procedures. See your academic advisor for details.

Seven-Year Limit

Knowledge and competencies developed in courses that fulfill the requirements for anatomy, physiology, microbiology, statistics, and life-span development are considered to be time-limited for all individuals pursuing an undergraduate degree in nursing. If any of these courses were taken more than seven years prior to admission to the nursing undergraduate degree, the program applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression. The Registered Nurse (R.N.) student pursuing a bachelor's degree is exempt from this policy.

Calculating Grade Point Average (GPA)

The nursing GPA is calculated on all required courses for the nursing program. Students may exercise the grade replacement policy for a limit of three (3) general education courses. Of the three courses, a student may not exercise grade replacement for more than one science course. Although students may repeat two (2) science courses, the grade replacement policy may be used for only one repeated science course.

For repeated courses, the repeated grade will be the grade used in the admission calculation of the grade point average. In the case where more than one science course has been repeated, both the first-time and second-time course grades will be entered into the GPA calculation for the second repeated science course.

Academic Standing for Prenursing Students

Good Standing A student who maintains a grade of C (2.0) or better in each course required for the degree and a cumulative grade point average (GPA) of 2.0 or better will be in good academic standing.

Academic Probation A student who earns a grade less than C (2.0) in a course required for the degree or whose cumulative GPA standing falls below 2.0 will be placed on probation.

Students Ineligible for Admission

A prenursing student will be ineligible for the nursing program if, by the second completed attempt, he/she fails to earn a grade of C (2.0) in a required general-education course. Students may repeat no more than three (3) required general education courses. Of the three (3) courses, no more than two (2) science courses may be repeated. (One science course and corresponding lab are considered one course.) Any grade below a C (2.0) is considered unsatisfactory (failing). A prenursing student will also be ineligible for the nursing program if the cumulative GPA falls below 2.5 for the B.S.N at the time of application.

It is the policy of the School of Nursing that no student enrolled in the nursing program or applicant to the nursing program who has been convicted of a sex offense against children shall be eligible for admission or transfer to any nursing program or allowed to progress in any currently enrolled nursing program. Students with unsatisfactory criminal background checks may be ineligible for admission.

Prenursing students who are academically advised by other academic units, including Academic Success Center, are responsible for knowing policies related to admission, progression, and application to undergraduate nursing programs.

General Education Requirements for the B.S.N.

General-education requirements for the B.S.N. are based on the assumption that liberal learning provides a solid foundation for the development of clinical judgment skills required for the practice of professional nursing. General–education requirements are an integrated educational experience, valued as an ongoing, lifelong process. Courses in the arts, sciences, and humanities are linked to B.S.N. program competencies. General education requirements for the

B.S.N. are aligned with the IU Southeast campuswide general–education requirements. Students should consult the academic advisors if there are any questions.

Students declaring the nursing major in fall 2008 and thereafter are expected to meet general education requirements for all IU Southeast Baccalaureate degrees. Refer to the General Education section of this Bulletin for more information.

Note: Academic advisors in the Academic Success Center and in the School of Nursing should be consulted for the current list of courses applicable to general education before registration.

General Program Policies

Student Responsibility Students admitted to the School of Nursing are responsible for knowing and completing the degree requirements for their undergraduate degree program. Students are responsible for acquainting themselves with all policies pertaining to their admission, progression, and graduation. Prior to admission to the nursing program, students must comply with university academic standards and policies. Students interrupting their progression, part-time study students, transfer students, or full-time students taking longer than three years to complete the BSN program once they've been accepted may be subject to policy or curriculum changes as they progress.

Essential Abilities The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students. These abilities are essential judgment skills, essential neurological functions, essential communication skills, essential emotional coping skills, essential intellectual/conceptual skills, and other essential behavioral attributes. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these essential abilities with or without reasonable accommodations. Students will be dismissed from their program of study if faculty determine that they are unable to meet these essential abilities, even if reasonable accommodations are made. Students failing to demonstrate these essential abilities criteria, as determined by the faculty, may appeal in accordance with the Indiana University Southeast's appeal procedures. Copies of the school's "Essential Abilities Policy" are available upon request from the nursing academic advisor.

Modifications in the learning environment to assist students in meeting these essential abilities and all other progression requirements will be made in accordance with federal and university guidelines and in consideration of individual needs. **It is the student's responsibility to request adaptive assistance for documented disabilities.**

Professional Liability Insurance All undergraduate nursing students have liability insurance under IU's malpractice contract. This policy covers students only while caring for patients/clients in the student role. This insurance does not cover students who are working for pay or in any other capacity outside program-sanctioned learning experiences.

Health Requirements All nursing students must provide evidence of compliance with health requirements, including immunizations, TB screening and CPR certification. **Failure to meet campus-specific health requirements will prevent the student from participating in clinical learning experiences.** Lack of participation could constitute a clinical course failure. OSHA training related to blood-borne pathogens is required of all students annually. Students will be notified of training dates and times. The School of Nursing faculty and administrators strongly encourage students to carry personal health insurance. Health insurance may be mandatory for nursing students enrolled in nursing clinical courses. The school will not be liable for any health problems requiring medical treatment for students.

Students with Disabilities The university is committed to helping temporarily and permanently disabled students make the transition to student life. Students with physical, mental, or learning impairments are encouraged to consult with counselors from the School of Nursing and the IU Southeast Students with Disabilities Office for assistance in meeting degree requirements. *Students with disabilities must meet all academic and technical skill requirements of their program.*

Intercampus Transfers Nursing students in good academic standing may seek intercampus transfer by petitioning the Admission, Progression, and Graduation (APG) Committee on the campus to which they desire to transfer at least one semester in advance of the requested transfer. Because of the difference in course sequencing, students seeking an intercampus transfer should do so only at the completion of all nursing courses required in the sophomore or junior year. Intercampus transfer requests submitted to the APG that ask for a midyear transfer consideration are discouraged. Students wishing to transfer within an academic year may be required to complete supplemental course work because of the course sequencing differences.

Intercampus transfer requests will be evaluated individually on the basis of the student's academic record, the availability of space in the required courses,

faculty and facility resources to meet the student's needs, and program outcomes and competencies.

Transfers from Other Universities/Colleges Students must be in good academic standing to be considered for transfer as a prenursing or nursing student. **Prenursing students must be able to complete 51 percent or more of their prerequisite course work at Indiana University to be considered for priority admission to the baccalaureate nursing major.** Students seeking transfer into the B.S.N. program major must gain approval through the APG Committee. Approval is based on curriculum compatibility, space, resources, and progression and graduation requirements. Students should see an academic advisor at their current university or college before making transfer requests.

Background checks Students admitted to the School of Nursing are required to submit criminal background checks annually. Unsatisfactory background checks may be grounds for dismissal from the program.

School of Nursing Academic Policies

The following policies apply to all students enrolled in the B.S.N. program. Students will be notified in writing of any policy additions, deletions, or modifications from those listed as follows.

Academic Standing for Students Enrolled in the B.S.N. Nursing Major

Good Standing Students who maintain a minimum cumulative GPA of 2.0 and earn a grade of C or higher in all required general-education and nursing courses and a grade of S in all required practicum/clinical courses will be considered in good standing.

Academic Probation A student will be placed on probation when the cumulative GPA falls below C (2.0), the semester GPA falls below C, a grade below C has been received in a required didactic course, or a grade of F has been earned in a required practicum/clinical course.

Determination of Grade Point Average (GPA) The cumulative GPA is a reflection of all work completed at Indiana University. All courses taken to meet course requirements for the degree will be included in the calculation of a student's nursing GPA.

Auditing of Courses Students may register for nonnursing classes on a credit or audit basis. Students auditing a course must officially register for the class and pay any applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC).

Required general-education courses taken for NC will not apply toward completion of nursing degree requirements. Students may not audit any clinical nursing course. Permission to audit a didactic nursing course depends on availability of space, faculty consent, and demonstration of adequate program progression on the part of the student.

Distance Learning/Correspondence Courses Other than public speaking, all required and elective courses for the nursing major that are offered by IU's Independent Study Program may be taken for credit. Some correspondence courses, however, may not meet degree requirements. Students must contact a School of Nursing academic advisor before enrolling and obtain the Dean's signature for all distance learning courses. **Distance learning courses with nursing numbers do not satisfy residency requirements.** Students are responsible for ensuring that all correspondence courses are completed by published deadlines.

Portfolio Review Process for Course Substitution

The portfolio review process is available to all undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio provides objective evidence that students have acquired the knowledge and skills through prior learning and/or practice experiences. The portfolio review option does not take the place of course equivalency reviews or transfer credit. Students may pick up a copy of the Guidelines for Portfolio Review from the IU Southeast academic advisor in the School of Nursing.

Assessment Exams Students will take assessment exams on admission to the program and at specified intervals throughout the nursing program. The exams are intended to assess student knowledge and skills, provide an external measure for comparison with other nursing programs, and prepare students for the national licensing exam (NCLEX). Fees for the assessment exams vary and will be due the semester in which the assessment is administered.

Incompletes (Grades of I) When an Incomplete is given, appropriate forms must be **completed and signed by the dean of the School of Nursing**. Students receiving an incomplete in a clinical nursing course may not proceed to the next sequence of didactic and clinical courses until the Incomplete has been replaced with a satisfactory passing grade. Failure to complete all prerequisite and corequisite work with a grade of C or higher will interrupt normal progression. The student is advised to review the IU Southeast policy on Incomplete grades in the "Academic Regulations" section of this *Bulletin*.

Withdrawals (Grades of W) The School of Nursing adheres to the university policy on withdrawals. In addition, students withdrawing from required nursing

course work will be considered out-of-sequence students. The date of graduation for out-of-sequence students is not guaranteed. Students who have failed to register for each sequential semester once accepted into the program will be seen as having interrupted their academic progress and out of sequence.

Students who withdraw from the nursing major in the first semester must seek readmission to the program. Readmission is subject to competitive review.

Withdrawal from a didactic course requires an automatic withdrawal from the corresponding corequisite courses. If a student withdraws from a didactic course that requires an automatic withdrawal from a corequisite practicum, *this withdrawal from the two courses will be counted as one withdrawal*.

More than three academic withdrawals in a semester is considered lack of progress toward the degree. A pattern of withdrawals may influence a request for consideration of reinstatement to the nursing program.

Withdrawal from nursing program courses constitutes a disruption in progression and requires that a student seek reinstatement to the program. Students must submit a formal written request to the chairperson of the Admission, Progression, and Graduation (APG) Committee at least one semester in advance of wishing to return.

Practicum/Clinical Absence Policy It is expected that students will participate in all required practicum/clinical experiences. Failure to complete all regularly scheduled or substituted experiences places students at risk for not meeting course objectives. Students absent from more than 20 percent of scheduled practicum/clinical experiences will receive a failing grade or be allowed to withdraw or take an incomplete according to university policy dictated by the timing of and the circumstances surrounding the withdrawal policy.

Academic Appeals Problems related to a student's academic and professional status that emerge during enrollment in the undergraduate nursing program are handled through the IU Southeast appeals process. Students wishing to appeal any matter related to their academic status should consult the academic advisor for information regarding this appeal process. Students requesting an exception to policy must petition for a waiver.

Policies in Effect for Baccalaureate Nursing Majors

Repeat Nursing Courses A student who receives a grade of less than C (2.0) in a didactic course, or an F in a clinical/practicum course, may be permitted to repeat the course one time only. Failure to receive a minimum grade of C (2.0) in a didactic course or an

S in a clinical/practicum by the second attempt will result in dismissal. Students with two or more failures will be dismissed from the program. Validation examinations may not be used as substitutes for repeating any nursing course. Students who need to repeat a nursing course are placed in the course on a space-available basis.

Out of Sequence Students who are considered out of sequence will be placed back in their required course work based on academic standing, adherence to program policies, and space availability.

Academic Probation A student will be placed on academic probation when any of the following conditions exist:

1. The cumulative GPA falls below C (2.0).
2. The semester GPA is below 2.0.
3. A grade below C has been earned in a required course, or a grade of F has been earned in a required practicum/clinical course.

Academic probation will be removed the semester after the following conditions have been met:

1. The cumulative GPA is C (2.0) or higher.
2. The semester GPA reaches 2.0 or higher.
3. A minimum grade of C has been earned in all required didactic courses completed, and a grade of S has been earned in the required practicum/clinical courses completed.
4. All other specific conditions, if required, have been met.

Dismissal A student will be dismissed from the School of Nursing baccalaureate program when there is lack of progress toward the degree. Lack of progress will include, but not be limited to, the following:

1. Failure to attain a 2.0 semester GPA in any two consecutive semesters.
2. Failure to earn a grade of C or S in any two required nursing courses (didactic or practicum/clinical) on the first attempt.
3. Failure to achieve a minimum grade of C (2.0) in any required nursing didactic course or S (Satisfactory) in any required nursing practicum/clinical course by the second attempt.
4 Failure of more than three (3) general-education courses required for the B.S.N. degree. Of the three courses, only two (2) failures will be allowed in science course work. Any grade below a C is considered unsatisfactory (failing).
5. Failure to meet IU Southeast essential abilities expectations.
6. Failure to meet IU *Code of Student Rights, Responsibilities, and Conduct*.

Falsification of records or reports; plagiarism; or cheating on an examination, quiz, or any other assignment is cause for dismissal. (See IU *Code of Student Rights, Responsibilities, and Conduct*.)

The faculty reserves the right to dismiss any student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation for the profession of nursing. Integrity and conduct will be judged according to the standards of the most recent *Code of Ethics for Nurses* as adopted by the American Nurses' Association.

The dismissal of any student is contingent upon review by the Admission, Progression, and Graduation Committee. *Student dismissal is subject to the IU Southeast appeals process.*

Reinstatement Following Dismissal A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement by petitioning the School of Nursing's Admission, Progression, and Graduation (APG) Committee. *Reinstatement by one IU campus is not binding on other campuses.* This written request must be received by July 1 for fall reinstatement, April 1 for summer reinstatement, and October 1 for spring reinstatement. Reinstatement will be based in part on faculty recommendations at the time of dismissal as well as availability of resources.

Reinstatement is not guaranteed, and no student may be reinstated more than once. A reinstated student will be dismissed upon failure (grade of C- or lower) of one additional course. Students who are reinstated must adhere to the policies and curriculum of the School of Nursing in effect at the time of reinstatement.

Interruption in Study/Reentry Failure to register in each sequential semester, including required summer sessions, constitutes an interruption in the student's program. Students who have interrupted their program of study for any reason are required to submit a written request to reenter the program to the chairperson of the Admission, Progression, and Graduation Committee of the School of Nursing at the campus where reentry is desired. This request must be received by July 1 for fall semester, April 1 for summer, and October 1 for spring. All requests for reentry will be evaluated on the basis of the availability of resources. *Reentry of students who have interrupted their study for any reason is not guaranteed.* Students who reenter must adhere to the policies and curriculum of the School of Nursing in effect at the time of reentry.

Graduation Requirements for the B.S.N.

Students in the B.S.N. program are responsible for meeting the following degree requirements. Although the School of Nursing makes every attempt to provide students with academic advising and program planning assistance, students are accountable to comply with all published academic policies related to the B.S.N. program. To be eligible for graduation from the Bachelor of Science in Nursing, program students must:

1. Complete a minimum of 123 credit hours with a grade of C or higher in each course required for the degree. Of the 123 credit hours, 63 credit hours must reflect nursing major courses. Credits earned in remedial learning skill courses and courses that have been repeated do not count in the 123 credit hour total or the 63 nursing credit hour total.
2. Achieve a grade of C or higher in all didactic courses applied to the B.S.N. degree and an S (Satisfactory) in all clinical/practicum courses.
3. Achieve an IU cumulative GPA of at least a 2.0 (C). This includes all transfer course work applied to degree.
4. Complete at least 30 credit hours of required nursing major courses at IU Southeast.
5. Complete all B.S.N. degree requirements within six years of enrolling in the first nursing course in the nursing major.
6. Apply for degree candidacy the semester before completing all degree requirements following the published procedures at IU Southeast.
7. Students may be required to successfully complete an NCLEX Readiness Examination, NCLEX Review, or other assessments.

B.S.N. Course Requirements

The baccalaureate curriculum is subject to continuous evaluation and revision. If curriculum changes occur, updated information can be obtained from the academic counselor. Students must consult with the academic advisor for a listing of courses that will fulfill the general-education requirements for the B.S.N. degree.

Registered nurses should consult the nursing academic advisor for specific information regarding advanced placement in the curriculum. **Advanced placement may affect residency requirements for the baccalaureate degree.**

R.N. Mobility Options

Admission to the R.N.-B.S.N. Mobility Option

Registered nurses seeking admission to the Indiana University School of Nursing must apply to the Office of Admissions at IU Southeast. Unless otherwise specified, all School of Nursing policies pertinent to B.S.N. program majors also apply to registered nurse undergraduate students.

Students who have attended another college or university must forward an official transcript to the Office of Admissions. A Credit Transfer Report (CTR) listing transferable credit will then be generated by the Office of Admissions. Upon receipt of the CTR, the student should contact the nursing academic counselor who will review the CTR, identify course work to be completed, and explain the process for achieving advanced standing with credit. Credit will be awarded for relevant courses completed at other accredited institutions of higher learning. Students are eligible to enroll in courses upon (1) receiving notification from the Office of Admissions that they have been admitted to the university, (2) verification of current registered nurse license in Indiana, and (3) attainment of a minimum cumulative GPA of 2.5 on a 4.0 scale in all work attempted. Registered nurses should contact the academic advisor early, as acceptance policies to the baccalaureate nursing major are subject to change.

R.N.–to–B.S.N. courses are offered using nontraditional class methods to facilitate student learning and ease of mobility. Please consult the academic advisor for specific details on this mobility option. ***Note:*** The R.N. student must maintain Indiana licensure throughout enrollment in the nursing program.

Placement of registered nurse students in nursing courses is based upon space availability, credit hours completed toward the degree, and GPA. *It is particularly important for registered nurses to take courses as they become available. Failure to do so may seriously affect progression through the program.*

Advanced Standing Registered nurse students receive advanced standing in the baccalaureate program following successful completion of required nursing transition courses. Special credit will be awarded for the following nursing courses once the Professional Nursing Seminars are completed and students have paid any specified credit hour special fees:

Courses Being Credentialed	Credits
B 230 Developmental Issues and Health	4
B 248 Science and Technology of Nursing	4
H 351 Alterations in Neuro-Psychological Nursing	3
H 352 Alterations in Neuro-Psychological Nursing: Practicum	2
H 353 Alterations in Health I	3
H 354 Alterations in Health I: Practicum	2
H 361 Alterations in Health II	3
H 362 Alterations in Health II: Practicum	2
H 363 The Developing Family and Child	2-4
H 364 The Developing Family and Child: Practicum	3
S 470 Restorative Health: Multi-System Alterations	3
S 471 Restorative Health: Multi-System Alterations: Practicum	2
TOTAL CREDITS	**33-35**

A grade of S (Satisfactory) will be recorded on the student's transcript for the preceding courses according to criteria determined by faculty.

Nursing elective credit for Z 490/Z 492 (Clinical Experience in Nursing/Independent Study in Nursing) may be awarded to registered nurses holding a valid specialty certification from a professional nursing organization in an appropriate area of nursing. A maximum of 2 credit hours may be awarded.

Portfolio Option Students may also pursue the portfolio option if they believe they have knowledge and skills consistent with specific required course objectives/outcomes. If students wish to pursue this mechanism for advanced standing, they must contact their academic advisor. This should be done during the semester ***prior*** to the semester in which the student would actually need to take the course. If the portfolio is not accepted, the student must register for and successfully complete the course. (Please see portfolio review process under "School of Nursing Academic Policies".)

For specific information on advanced-standing procedures, registered nurse applicants should contact the academic nursing advisor.

Residency Requirements Thirty (30) credit hours of residency are required for the baccalaureate degree. Registered nurse students must meet this requirement to be eligible for graduation. The following required nursing courses may be used to meet the residency requirement:

Courses to Be Taken	Credits
B 244 Comprehensive Health Assessment	2
B 245 Comprehensive Health Assessment: Practicum	2
B 304 Professional Nursing Seminar I	3
B 404 Professional Nursing Seminar II	3
H 365 Research Process	3
S 472 A Multi-System Approach to Health of the Community	3
S 473 A Multi-System Approach to Health of the Community: Practicum	2
S 481 Nursing Management	2
S 482 Nursing Management: Practicum	3
S 483 Clinical Nursing Practice Capstone	3
S 484 Research Utilization	1
S 485 Professional Growth and Empowerment	3
TOTAL CREDITS	**30**

Students must petition the Admission, Progression, and Graduation (APG) Committee for special consideration if they wish to apply for any exceptions to nursing policy.

Program Progression Registered nurse students must successfully complete all required prerequisite courses before progressing to the next level of courses. B 304 and B 404 must be successfully completed prior to enrollment in any eighth-semester course. Please consult with the academic advisor for course planning options.

Accreditations

Indiana University Southeast

Higher Learning Commission of the North Central Association of Colleges and Secondary Schools

Memberships

The IU Southeast School of Nursing is an agency member of the Commission on Collegiate Nursing Education (CCNE) as well as the Committee for Institutional Cooperation (CIC). The School is also a constituency member of the American Association of Colleges of Nursing and the Midwest Alliance in Nursing.

Purdue College of Technology

Purdue Technology Center of Southeast Indiana
3000 Technology Avenue, New Albany
(Located at the southeast corner of the Charlestown Road and I-265 interchange)

Phone: (812) 206-8381 or (812) 206-8379
Fax: (812) 206-8295

Email: technewalbany@purdue.edu
Web: www.purdue.edu/tech/newalbany

Associate Professors Cooley, Dues, Finnegan, Kopp, Le, O'Connor, Schaffer (Director)

Assistant Professors McCart, Sisk, Sriraman

Lecturers Datillo, Feldhaus, Gyure, Holman, Reardon, Smith, Snip, B

Academic Advisor Snip, C

Purdue University's College of Technology, in partnership with Indiana University Southeast, offers five bachelor's degree programs at the Purdue Technology Center on Charlestown Road in New Albany. Purdue University bachelor's degrees can be earned in five Purdue College of Technology majors: Computer Graphics Technology, Electrical Engineering Technology, Industrial Technology, Mechanical Engineering Technology, and Organizational Leadership and Supervision. All required coursework for these Purdue degrees can be completed in New Albany at the Purdue Technology Center and Indiana University Southeast.

These Purdue degree programs prepare engineering technologists and specialists who enter the workforce with significant hands-on experience, effective communication skills, and problem-solving abilities.

Nature The program of instruction draws upon some of the technical theory requirements of the engineering profession but contains more courses in technical applications. Many of the courses involve laboratory work.

Emphasis Principles and fundamentals emphasize applied engineering rather than theoretical engineering approaches in the use of rational processes in finding solutions to problems in industry.

Scope The course material falls between the skilled crafts and engineering science, touching on both of these levels. The curriculum contains both practical and theory-oriented courses.

Degree Awarded Purdue University diplomas are awarded, and Purdue University transcripts issued, with Bachelor of Science degrees in Computer Graphics Technology, Electrical Engineering Technology, Industrial Technology, Mechanical Engineering Technology, and Organizational Leadership and Supervision.

Computer Graphics Technology (Bachelor of Science)

Computer Graphics Technology (CGT) prepares visually oriented students for careers in creating and managing the production of computer graphics within a wide range of industries. Students work collaboratively in computer labs to master computer graphic techniques, concepts and management skills. Students generalize in applied computer graphics technology with a focus in multimedia and 3D animation.

Graduates are prepared to enter professions in marketing, education/training, engineering, entertainment, and communication. Graduates find employment in such positions as animator, 3D modeler, multimedia specialist, web developer, illustrator, or technical artist.

Credit Hours Required for the Bachelor of Science Degree: 125

A minimum grade of "C" is required in all CGT courses. In addition, students must have a 2.5 GPA that includes all courses in the first year in order to be admitted into the bachelor degree program.

Degree requirements for the Purdue Bachelor of Science in CGT, 125 credit hours

Major courses required:

- CGT 101 Intro to Computer Graphics Tech
- CGT 111 Design for Vis. & Com
- CGT 112 Sketching for Vis. & Com
- CGT 116 Geometric Modeling for Vis. & Com.
- CGT 141 Internet Found. Tech & Development
- CGT 211 Raster Imaging for CG
- CGT 216 Vector Imaging for CG
- CGT Selective*
- CGT Selective*
- CGT Selective* (200 level or above)
- CGT Selective* (300 level or above)
- CGT Selective* (400-level)
- CGT 411 Contemporary Problems in CGT
- CGT 450 Professional Practices

*Current CGT selectives: CGT 241, CGT 256, CGT 340, CGT 341, CGT 346, CGT 353, CGT 356, CGT 442

Other required courses:

ENG-W 131 English Composition
English Selective (W234)
SPCH-S121 Public Speaking
SPCH-S229 Group Discuss
MATH-M125 Pre-calculus
MATH-M126 Trigonometric Functions
MATH 221 Calculus I for Technology
E280 or MATH-K300 Statistics
PHYS-P201 Physics I
CSCI-A201 BASIC Programming
CSCI-C201 Computer Programming
ECON-E100 Economics
PSY-P101 Psychology
BUS-L201 Legal Environment of Business
BUS-Z302 Managing and Behavior in Org.

Management Elective (OLS 252)

Other elective and selective courses required:

9 hours of Liberal Arts electives**
3 hours of Science electives***
9 hours of technical electives***
12 hours of free electives***

**Liberal Arts Electives: Humanities or Social Science, such as: Journalism, Fine Arts, Communications, History, Psychology

***See your academic advisor or CGT faculty member to obtain a list of courses available for these electives.

Electrical Engineering Technology (Bachelor of Science)

AS Accredited by the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET), 111 Market Pl., Suite 1050, Baltimore, MD 21202; Telephone: (410) 347-7700.

The Electrical Engineering Technology program is a combination of courses in electricity, electronics, mathematics, science, and general education areas. The program is designed to prepare graduates for employment in research laboratories, electronic industries, and in any industry that uses electrical power or electronic controls.

The basic curriculum will provide the student with knowledge to work in the fields of communications electronics, industrial electronics, military electronics, computer electronics, automation, industrial controls, electronic servicing, electrical power, aviation electronics, and others.

Degree requirements for the Purdue Bachelor of Science in EET, 127 credit hours

Major courses required:

ECET 107 Introduction to Circuit Analysis
ECET 109 Digital Fundamentals I
ECET 157 Electronics Circuit Analysis
ECET 159 Digital Applications
ECET 196 Exploring EET
ECET 207 AC Electronics Circuit Analysis
ECET 209 Introduction to Microprocessors
ECET 231 Electrical Power & Controls
ECET 257 Power and RF Electronics
ECET 297 Electronic System Design & Fabrication
ECET 304 Intro to Communication Systems
ECET 307 Analog Signal Processing
ECET 396 Project Development & Management
ECET 480 Professional Issues in EET
ECET 496 Project Design & Dev, Phase I
ECET 497 Project Design & Dev, Phase II
16 hours of ECET selectives*

Other required courses:

ENG-W131 English Composition
ENG-W233 Technical Writing
SPCH-S121 Public Speaking
MATH-M125 Pre-Calculus
MATH-M126 Trigonometry
MATH 221 Calculus for Technology I
MATH 222 Calculus for Technology II
MATH-K300 Statistical Methods
CPT 105 Intro to C Programming
PHYS-P201 General Physics

Other elective and selective courses required:

3 hours of Science selectives*
3 hours of Communication selectives*
6 hours of selectives*
12 hours of Humanities/Social Science electives**

*See your academic advisor or ECET faculty member to obtain a list of courses available for these selectives.

**Humanities/Social Science Electives elective may be taken from the following areas: Anthropology, Communications, Comparative Literature, Criminal Justice, English, Fine Arts, Foreign Languages, History, Journalism, Music, Philosophy, Political Science, Psychology, Religious Studies, Sociology, Speech, Telecommunications, Theater and Drama.

Mechanical Engineering Technology (Bachelor of Science)

AS Accredited by the Technology Accreditation Commission (TAC) of the Accreditation Board for Engineering and Technology (ABET)
111 Market Pl., Suite 1050, Baltimore, MD 21202
Telephone (410) 347-7700

Mechanical Engineering Technology deals with the generation, transmission, and utilization of mechanical and fluid energy as well as the design and production of tools and manufactured items. This program is intended to prepare specialists in the development of machines and products, in production processes, in the installation/upgrade of machines, and in solving engineering problems.

Graduates of the program accept jobs as laboratory, production or design technicians, engineering aides, production engineering assistants, and technical sales representatives. With additional experience, promotion to positions such as manufacturing, production and maintenance engineers, production supervisors, machine and tool designers, technical buyers, production expeditors and cost estimators is possible.

Degree requirements for the Purdue Bachelor of Science in MET, 127 credit hours

Major courses required:

MET 102 Product Design and Specifications
MET 111 Applied Statics
MET 143 Materials & Processes I
MET 144 Materials & Processes II
MET 160 Computational Analysis Tools in MET
MET 211 Applied Strength of Materials
MET 213 Dynamics
MET 214 Machine Elements
MET 220 Heat & Power
MET 230 Fluid Power
MET 245 Manufacturing Systems
MET 313 Applied Fluid Mechanics
MET 320 Applied Thermodynamics
MET 344 Materials II
MET 382 Controls & Instrumentation for Automation
9 hours of MET electives*

Other required courses:

CGT 110 Technical Graphics Communication
ECET 214 Electricity Fundamentals
IET 451 Monetary Analysis
ENG-W131 English Composition
ENG-W234 Technical Writing (or W231/W290)
SPCH-S121 Public Speaking
SPCH-S229 Small Group Discussion
MATH-M125 Precalculus Math
MATH-M126 Trigonometry
MATH 221 Calculus for Technology I
MATH 222 Calculus for Technology II
MATH-K300 Statistics
CHEM-C101 & C121 Elementary Chemistry/lab
PHYS-P201 Physics I
PHYS-P202 Physics II
CSCI-A201 Computer Programming I
Humanities/Soc. Science elective – ECON-E100*
ECON-E200 Fundamentals of Economics

Other elective and selective courses required:

Technology and Society elective*
OLS/MGMT elective*
Inter/Basic Science selective*
Humanities/Social Science elective*

*See your academic advisor or MET faculty member to obtain a list of courses available for these electives.

* Terminal A.S. students may substitute 3 credit hours of technical elective for the MA 126 and free elective.

** Terminal A.S. students may substitute this OLS course for an OLS Selective.

Organizational Leadership and Supervision (Bachelor of Science)

The Organizational Leadership & Supervision (OLS) program is designed for people who wish to improve educationally and professionally through the development of broad-based supervisory, problem-solving, and communication skills. The program is a highly individualized, practical, people-oriented approach to the practice of supervision. It provides a long-term educational emphasis on real-world work concepts and principles of enlightened leadership, rather than a short-term supervisory approach.

Graduates are employed in various leadership and managerial positions in areas such as supervision, production control, quality control, process engineering, customer service, training and development, human resources management, technical sales, general management, and the military services. Students in this program design their own plan of study around their specific career goals.

Degree requirements for the Purdue Bachelor of Science in OLS, 123 credit hours

Major courses required:

OLS 252 Organizational Behavior
OLS 274 or SUPV 300 Personnel Supervision
OLS 284 Leadership Principles
OLS 325 Meeting Management
OLS 345 Critical Thinking in Organizations
OLS 376 Human Resource Issues
OLS 386 Leadership—Change
OLS 388 Leadership—Teams
OLS 440 Leading with Integrity
OLS 450 Project Management
OLS 456 Leadership in a Global Environment
OLS 477 Conflict Management
OLS 484 Leadership—Quality and Productivity
OLS Experiential Requirement*
9 additional credit hours of OLS selective courses**

*Experiential Courses are OLS 362 (Cooperative Education), OLS 467 (Supervised Practicum), OLS 491 (Internship Program), or OLS 490 (Individual Research Problems)

Other required courses:

ENG-W131 English Composition
English W231/234
SPCH 121 Public Speaking
SPCH 223 Business & Prof. Communication
MATH 125 Pre-Calc or MATH 122 College Algebra
MATH 126 Trigonometric Functions
MATH K300 or ECON 280 Statistics
CSCI 106 Intro to Computer
PSY-P101 Introductory Psychology I
SOC 163 Social Problems
BUS-A201 Intro to Financial Accounting
BUS-A202 Intro to Managerial Accounting
ECON 100 Current Economic Topics

Other elective and selective courses required:

3 credit hours of ENGL selectives**
3 credit hours of HIST or POL selectives**
3 credit hours of lab science electives**
9 credit hours of free electives**
16 credit hours of technical electives**

**See your academic advisor or OLS faculty member to obtain a list of courses available for these electives.

*Terminal A.S. students may substitute 3 credits of technical elective for the MA 126 and free elective.

**Terminal A.S. students may substitute this OLS course for an OLS Selective.

School of Social Sciences

Crestview Hall 140
Phone: (812) 941-2391
Fax: (812) 941-2591

Professors Asare, Atnip, Bower, Carducci, Farrell, Finkel, Gugin, Jenks, R. Morgan, Newman, Shen, Sloss, St. Clair, Staten (Dean), Wille

Associate Professors Abshire, Allman, Dahlgren, Hare, Kotulak, Wert

Assistant Professors Beeby, Le Norman, Lennartz, Long, Manson, Olson, K. Ryan

Visiting Assistant Professor Edison

Lecturer Scott

Senior Lecturer Phipps

Visiting Lecturer A.B. Wood

School Adviser Creamer

Professor Emeritus M.A. Baker, Findling, S. French, Thackeray, Trout, Wilhelm, T.P. Wolf

Adjunct Associate Professor J. F. Johnson

Adjunct Assistant Professor Kramer

Adjunct Lecturers Abbott, C. Bright, T. Burger, B. Caffee, Crumley, Cummins, M.A. Day, Fant, D. Farrell, Gapsis, J. Grant, Hilgeman, Jasper, Langdon, Lopp, Marx, B. Moss, Mull, Orr, S. Pennington, R.D. Russell, II, Shumate, L. Tucker, S. Wallace, Walton, A. Wild

Criminology and Criminal Justice (Bachelor of Science in Criminology and Criminal Justice)

See "General Requirements for Undergraduate Degrees at IU Southeast." (For information on general education requirements within your discipline, please contact your academic advisor or the dean of your school.[1])

The Bachelor of Science in Criminology and Criminal Justice is designed to study the origins, nature, and causes of norm-violating behavior as well as societal reactions to this behavior. The study of criminal justice begins with a study of the entire criminal justice system and its interrelation with society. Advanced study inquires into the political, organizational, social, and behavioral aspects of various components of the criminal justice system. Research courses give students the tools to analyze criminal justice and the

[1] Students should carefully select the appropriate math course to meet the general education quantitative reasoning requirement. Criminal justice majors are required to complete MATH-M 118 or higher.

skills important for career development. Legal courses provide an awareness of the values of due process and the limits of government power in a democratic society.

Criminology and Criminal Justice is multidisciplinary, drawing on broad fields of knowledge, including law, the social and behavioral sciences, and the natural sciences. Indiana University Southeast offers a Bachelor of Science degree through the School of Social Sciences. A major in criminology and criminal justice provides an excellent liberal arts background for a wide variety of career fields. Career opportunities in criminal justice include police agencies, prosecutors, defense attorneys, courts, and correctional agencies. Other specialized roles in criminal justice include juvenile probation officers, volunteer administrators, criminologists, forensic scientists, forensic psychologists, medical examiners, and policy analysts. Many criminology and criminal justice majors choose to continue their education in law school or graduate school.

Student Learning Goals

1. Understand the nature and extent of crime.
2. Understand the causes and theories of crime, including typologies of criminal behavior, including characteristics of victims and offenders.
3. Understand how crime is measured and how criminal justice research is conducted, including skills for being a careful consumer of criminal justice research.
4. Understand the organization and administration of law enforcement agencies, including legal constraints on law enforcement.
5. Understand the criminal law, its application, and the criminal court process.
6. Understand the major policies designed to control or reduce crime and their effectiveness.

Major Requirements (33)

Required CJUS Courses (12 hours)

CJUS-P 100 (Introduction to Criminal Justice)

CJUS-P 200 (Theories of Crime and Deviance)

CJUS-P 295 (Criminal Justice Data, Methods and Resources)

CJUS-P 470 (Senior Seminar in Criminal Justice)

Select 3 of the following CJUS courses (9 hours)

CJUS-P 301 (Police in Contemporary Society)

CJUS-P 302 (Courts and Criminal Justice)

CJUS-P 303 (Corrections and Criminal Justice)

CJUS-P 375 (The American Juvenile Justice System)

CJUS-P 374 (Substantive Criminal Law) or

CJUS-P 376 (Procedural Criminal Law)

Another 4 CJUS courses as elective (12 hours)

B.S. Requirements (33 to 35 hours)

MATH-M 118 or higher (3 hours)

Note: This also meets general education quantitative reasoning requirement.

One of the following quantitative methods sequence (6 hours)

SOC-S 250/SOC-S 251 or PSY-P 250/PSY-P 251; or MATH-K 300 or ECON-E 280 and CSCI-C 106 or N 207.

One natural science course.

Take 7 of the following social science courses (21 hours):

Sociology:

SOC-S 320 Deviant Behavior
SOC-S 236 American Ethnic Diversity
SOC-S 335 Race and Ethnic Diversity
SOC-S 463 Inequality and Society
SOC-S 481 Evaluative Research

History:

HIST-H 105 American History I
HIST-H 106 American History II
HIST-A 356 African American History 2

Psychology:

PSY-P 324 Abnormal Behavior
PSY-B 310 Life-Span Development
PSY-P 319 Psychology of Personality
PSY-P 320 Social Psychology
PSY-P 316 Childhood and Adolescence
PSY-P 425 Behavioral Disorders of Childhood and Adolescence
PSY-P 220 Intro to Drugs and Behavior
PSY-P 322 Psychology in the Courtroom

Political Science:

POLS-Y 107 (Intro to Comparative Politics
POLS-Y 302 (Public Bureaucracy in Modern Society
POLS-Y 304 Constitutional Law
POLS-Y 305 Constitutional Rights and Liberties
POLS-Y 308 Urban Politics
POLS-Y 402 Politics of the Budgetary Process
POLS-Y 403 Legal Issues in Public Administration
POLS-Y 471 Terrorism

Journalism:

JOUR-C 200 Introduction to Mass Communications

Requirements for Minor in Criminology and Criminal Justice 15 credit hours, including the following:

Required:

CJUS-P 100 American Criminal Justice Systems (3 cr.)

One of the following:

CJUS-P 200 Theories of Crime and Deviance (3 cr.)

CJUS-P 374 Substantive Criminal Law (3 cr.)

Three of the following:

CJUS-P 200 Theoretical Foundations of Criminal Justice Policies (3 cr.)

CJUS-P 37 Substantive Criminal Law (3 cr.) or

CJUS-P 376 Procedural Criminal Law (3 cr.)

CJUS-P 302 Courts and Criminal Justice

CJUST-P 301 Police in Contemporary Society (3 cr.)

CJUS-P 303 Corrections and Criminal Justice (3 cr.)

Total number of hours required for the minor is 15. Note that P 200 and P 374 can count in only one of the above categories.

Criminology and Criminal Justice Honors Program Admission to the Criminal Justice Honors Program requires the following: the student must be a criminal justice major with junior standing; the student must have at least a 3.5 GPA in all courses and at least a 3.5 GPA in criminal justice courses; and the student must have completed 15 hours of criminal justice courses including POLS-Y 103 and CJUS-P 100. Once admitted to the program, honors students will complete a double major in criminal justice honors and criminal justice. In addition to meeting the requirements for the criminal justice major, the honors student must complete CJUS-P 495 (1 cr.) taken in conjunction with three advanced criminal justice courses. CJUS-P 495 (1 cr.) taken in conjunction with CJUS-P 470. Finally, honors students must maintain the 3.5 GPA in all courses and the 3.5 GPA in criminology and criminal justice courses.

History (Bachelor of Arts)

The study of history covers all recorded expressions of human activity: political, economic, social, cultural, intellectual. Because of its broad scope, history provides an exceptional introduction to all studies that concern human beings and their activities. Historians seek to understand the heritage of earlier generations and to understand the time in which we live. History focuses on the complex but essential issues of change over time.

The discipline of history demands and develops a broad perspective, analytical skills, and an ability to communicate with clarity and acumen. It is among the most useful disciplines because it enhances skills that can be beneficial in any vocational setting.

See "General Requirements for Undergraduate Degrees at IU Southeast" and "Specific Requirements to the Bachelor of Arts Degree." For information on general education requirements within your discipline, please contact your academic advisor or the dean of your school.[1]

Student Learning Goals

1. Develop the following skills: to think critically, argue logically, conduct research, analyze data, and communicate clearly, both orally and in writing.
2. Develop the skills of historical scholarship to study individuals and the broader society, to shift focus back and forth between the two, evaluating issues in context and based on evidence.

Requirements 36 credit hours in history, including four courses from among E 100, F 100, G 100, G 101, G 102,H 101,H 103,H 104,H 105,H 106; six courses at the 200, 300 or 400 level, including two courses in one geographical area, one course in a second geographical area, one course in a third geographical area, and two additional courses; one course, H 236 The Historian's Craft (sophomore seminar); one course, J 495 Senior Seminar in History. Students must take H 236 before the senior year. They will not be authorized for Senior Seminar, in a semester in which they are taking Sophomore Seminar or in a semester immediately following the semester in which they took Sophomore Seminar.

Requirements for a Minor in History 18 credit hours in history, including: three courses from among E 100, F 100, G 100, G 101, G 102, H 101, H 103, H 104, H 105, H 106; and three 200-, 300-, or 400-level courses,

[1] Students should carefully select the appropriate math course to meet the general education quantitative reasoning requirement. History majors are required to complete any math course on the General Education list.

including H 236 The Historian's Craft (sophomore seminar) and one course from a second geographical area.

International Studies (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "Specific Requirements to the Bachelor of Arts Degree." For information on general education requirements within your discipline, please contact your academic advisor or the dean of your school.[1]

Courses in this degree program will provide students with a frame of reference to better understand the world in which we live; one's position in the world; and how different cultural, economic, political, and social systems operate and interrelate. The goal of the program is to equip students so that they may adjust to the new international environment in which they will increasingly find themselves living. This is done through an interdisciplinary approach drawing on courses from varying academic disciplines and different world regions. Students who major in international studies will be able to make valuable contributions in many fields and can pursue careers in teaching, business, government, international agencies, nonprofit organizations, tourism, international media organizations, and international law.

Student Learning Goals

1. Understand the range of cultural, economic, political, and social systems around the globe.
2. Understand the interrelationship of cultural, economic, political, and social systems around the globe.
3. Develop an in-depth understanding of a particular world region's cultures, history, economic and political systems, and a language of the region.
4. Develop a sense of global citizenship.
5. Develop effective analytical, oral, and written communication skills.
6. Prepare majors for graduate or professional school.
7. Participate in international experiential learning.

Recommendations

While students are not required to study abroad as part of the International Studies major, they are very strongly encouraged to do so. Contact the Director of International Programs, Dr. Frank Wadsworth, (fwadswo@Ius.edu) for information on the study abroad program. Likewise, students are encouraged to pursue internship opportunities prior to graduation and may want to enroll in COAS-Q 400 Job Search Strategies for Liberal Arts Students. IU Southeast Career Services can assist with both of these opportunities, which are designed to help students in making a smooth transition from college to career.

Requirements

The major in international studies requires 39 credit hours, including core requirements and requirements for one regional concentration.

Core International Studies Requirements (21 credit hours)

1. Completion of the third year of foreign language study in a language correlating to the student's regional concentration. Two classes from the following list for the language study: EALC-J 302, J 303; FRENCH-F 313, F 314, F 315, F 316; GER-G 300, G 311, G 330, G 340; SPAN-S 311, S 312, S 317.
2. COAS-I 400 International Studies Capstone Seminar
3. ECON-E 333 International Economics or POLS-Y 376 International Political Economy
4 GEOG-G 201 World Regional Geography
5. POLS-Y 109 Introduction to International Relations or POLS-Y 107 Introduction to Comparative Politics
6. HIST-H 101 The World in the 20th Century

Regional Concentrations (18 credit hours, at least 12 at the 200 level or higher)

a. EUROPE

Group A: Language and Culture (one course)
ENG-L 101, ENG-L 102, FINA-A 102, FINA-A 315, FINA-A 322, FREN-F 363, FREN-F 375, FREN-F 461, GER-G 363, GER-G 415, GER-G 418, GER-G 464, HUMA-U 101, HUMA-U 102, SPAN-S 407, SPAN-S 408, SPAN-S 411

Group B: History and Philosophy (one course)
HIST-H 103, HIST-J 104, HIST-H 206, HIST-H 227, HIST-H 459,HIST-B 377- 378, HIST-B 355, HIST-B 356, HIST-B 359-B 360, HIST-B 361-B 362, PHIL-P 211, PHIL-P 304, REL-R 152

Group C: Politics and Geography (one course)
POLS-Y 331, POLS-Y 335, POLS-Y 349, POLS-Y 350, POLS-Y 354, GEOG-G 418

[1] Students should carefully select the appropriate math course to meet the general education quantitative reasoning requirement. International studies majors are required to complete any Math course on General Education list. Those wanting to go to graduate school should complete Math M 118 or higher.

Group D: Two other courses in the concentration

Group E: One international studies course outside the concentration, which may be a global topics course or a regional concentration course for a different regional focus

b. LATIN AMERICA

Group A: Language and Culture (one course) FINA-A 150, FINA-A 452, SPAN-S 275, SPAN-S 301, SPAN-S 302, SPAN-S 363, SPAN-S 471, SPAN-S 472

Group B: History and Philosophy (one course) HIST-F 100, HIST-F 341, HIST-F 342, HIST-F 432, SPAN-S 412

Group C: Politics and Geography (one course) POLS-Y 337, POLS-Y 333, GEOG-G 323

Group D: Two other courses in the concentration

Group E: One international studies course outside the concentration, which may be a global topics course or a regional concentration course for a different regional focus

c. EAST ASIA

Group A: Language and Culture (one course) ENG-L 107, FINA-A 363, REL-R 153

Group B: History and Philosophy (one course) HIST-G 100, HIST-G 208, HIST-G 367, HIST-G 368, HIST-G 385, HIST-G 451, HIST-G 452, HIST-G 461, HIST-G 462, HIST-H 207, HIST-H 387, PHIL-P 271

Group C: Politics and Geography (one course) HIST-H 207, HIST-G 387, POLS-Y 334, POLS-Y 369

Group D: Two other courses in the concentration

Group E: One International Studies course outside the concentration, which may be a global topics course or a regional concentration course for a different regional focus

d. AFRICA

Group A: Language and Culture (one course) FINA-A 453 or African-focused course to be taken on a study abroad program from disciplines such as literature, culture studies, art history, or anthropology; course is subject to the approval of the Program Coordinator of International Studies

Group B: History and Philosophy (one course) HIST-E 100, HIST-E 331, HIST-E 332 or course to be taken on a study abroad program in the area of African history or philosophy; course is subject to the approval of the Program Coordinator of International Studies

Group C: Politics and Geography (one course) GEOG-G 425 or course to be taken on a study abroad program in the area of African politics or geography; course is subject to the approval of the Program Coordinator of International Studies

Group D: Two other courses in the concentration Courses to be taken on a study abroad program and are subject to the approval of the Program Coordinator of International Studies

Group E: One international studies course outside the concentration, which may be a global topics course or a regional concentration course for a different regional focus

Requirements for a Minor in International Studies

Requires 21 credit hours, including:

Second year of a foreign language (6 credits)

Two courses from the International Studies Major Core Requirements (6 credits)

Three courses from one of the International Studies Regional Concentrations—one course each from Groups A, B, and C

At least 15 of the 21 credits must be from 200-level courses or higher.

Journalism (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "Specific Requirements to the Bachelor of Arts Degree." For information on General Education Requirements within your discipline, please contact your academic advisor or the dean of your school.[1]

The B.A. degree program in journalism is designed for students interested in pursuing careers in print, broadcast and online journalism, photojournalism, public relations, and corporate communications.

The program also will meet the needs of those who wish to teach journalism at the high school level or to pursue a postgraduate degree in journalism or mass communications.

Student Learning Goals

1. Prepare students to work as professional journalists and assume leadership positions in the profession.
2. Prepare students for admission to quality graduate programs or to pursue other media-related careers.
3. Master the skills essential for print and broadcast journalism, specifically the ability to write, report, edit, design pages and photography.

[1] Students should carefully select the appropriate math course to meet the general education quantitative reasoning requirement. Journalism majors are required to complete any math course on the General Education list.

4. Provide students with the knowledge of the history of mass media, relevant laws, and ethics of the profession.

Requirements

I. Completion of 120 credit hours. The 120 credit hours for the B.A. in Journalism include:

   31 credit hours in journalism: J 460 Careers in Journalism; C 200 Introduction to Mass Communications; J 200 Reporting, Writing and Editing; J 210 Visual Communications; J 341 Newspaper Reporting; J 351 Newspaper Editing; J 344 Photojournalism Reporting; C 327 Writing for Publications (The Horizon), two semesters of 3 credit hours each for a total of 6 credit hours or approved equivalent experience; J 485 Senior Seminar in Journalism; and either J 300 Communications Law or J 320 Principles of Creative Advertising.

III. 21 credit hours in a second concentration. The second concentration consists of courses in an academic discipline outside journalism. The selection of courses for the second concentration must be approved by an academic advisor or faculty advisor. Recommended second concentrations include political science, history, business, marketing, fine arts, religion, psychology, sociology, criminal justice, English, advertising, and communications.

Associate of Science in Journalism

This degree will be discontinued in 2011. Students already enrolled at that time will be allowed to complete their degree.

Requirements

Completion of 60 credit hours. The 60 credit hours for the A.S. in journalism consist of:

I. 27 credit hours in journalism: C 200 Introduction to Mass Communications; J 200 Reporting, Writing, and Editing; J 210 Visual Communications; J 280 Seminar in Journalism Ethics; J 341 Newspaper Reporting; J 344 Photojournalism Reporting; J 351 Newspaper Editing; and C 327 Writing for Publication (The Horizon), two semesters of 3 credit hours each for a total of 6 credit hours or approved equivalent experience.

II. 12 credit hours in the following courses: H 106 American History II; W 131 Elementary Composition I; Y 103 Introduction to American Politics; and a cultural diversity course.

III. 21 additional credit hours from an approved list of courses. The natural world (one course); mathematical and formal reasoning (one course); the individual, society, and politics (two courses); and traditional sources (three courses).

Requirements for a Minor in Journalism

15 credit hours, consisting of: C 200 Introduction to Mass Communications; C 327 Writing for Publication (The Horizon); J 200 Reporting, Writing, and Editing; J 351 Newspaper Editing; or J 341 Newspaper Reporting, 3 additional credits in either J 210 Visual Communications or J 280 Seminar in Journalism Ethics.

Journalism Honors Program Admission to the Journalism Honors Program requires the following: The student must be a journalism major with junior standing; the student must have at least a 3.3 GPA in all courses and at least a 3.5 GPA in journalism courses; and the student must have completed 15 hours of journalism courses including C 200, J 200, and one semester of C 327. Once admitted to the program, honors students will complete a double major in journalism honors and journalism.

In addition to meeting the requirements for the journalism major, the honors student must complete J 499 (1 cr.) taken in conjunction with two advanced journalism courses, J 499 (1 cr.) taken in conjunction with one advanced course in an approved secondary discipline, and J 499 (1 cr.) taken in conjunction with J 485. The honors student must present a research paper at an undergraduate or professional conference or have the paper published in a journal. Finally, honors students must maintain the 3.3 GPA in all courses and the 3.5 GPA in journalism courses.

Political Science (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "Specific Requirements to the Bachelor of Arts Degree." For information on general education requirements within your discipline, please contact your academic advisor or the dean of your school.[1]

Courses in the department introduce the student to fundamental issues in the governmental process, social conditions that create a need for government, structure and procedures of governments, control of governments and enforcement of responsibility, and relationships among governments. The goals of the program are to foster in our students an appreciation of government and politics and to prepare them to assume the duties of citizenship; to provide special

[1] Students should carefully select the appropriate math course to meet the general education quantitative reasoning requirement. Political Science majors are required to complete any Math course on General Education list. Those wanting to go to graduate school should complete Math M 218 or higher.

knowledge and skills useful to those who plan to pursue public service; and to lay the foundations for the scholarly study of government, politics, and the law for those who plan to pursue graduate study or a legal education.

The political science degree program consists of a traditional track and a public service track. Both require 30 credit hours in political science.

Student Learning Goals

1. Foster in our students an appreciation of government and politics and prepare them to assume the duties of citizenship.
2. Provide special knowledge and skills useful to those who plan to pursue public service.
3. Lay the foundations for the scholarly study of government, politics, and the law for those who plan to pursue graduate study or a legal education.

Traditional Track in Political Science

Required Core Courses (9 cr.)

Students must complete all of the following courses:

Y 103 Introduction to American Politics

Y 205 Elements of Political Analysis (must be completed before taking the senior seminar);

Designated course for political science majors for research writing requirement

Y 490 Senior Seminar in Political Science

300-400-Level Distribution Requirements (12 cr.)

Students must take at least one upper–level course in each of the following four areas:

American Politics

(Y 302,Y 304,Y 305,Y 306,Y 307,Y 308,Y 316, Y 319, Y 322,Y 324,Y 360, Y 394,Y 402,Y 403, Y 404)

Comparative Politics

(Y 330,Y 331,Y 334,Y 335,Y 337,Y 349,Y 354)

International Politics

(Y 343,Y 350, Y 366,Y 374,Y 376)

Political Theory

(Y 384, Y 392)

Recommended Courses

Political Science: Y 105 Introduction to Political Theory, Y 107 Introduction to Comparative Politics, and Y 109 Introduction to International Relations. Each introductory course provides excellent background for upper-level courses in these areas.

Courses in other fields: Economics, history, and sociology are academic areas that majors will find useful, especially those planning to attend graduate school or law school.

K 300: It is strongly recommended that students planning to attend graduate school complete MATH-K 300 Statistical Techniques.

Note: Political Science credit for internships and professional practice programs may not exceed 6 credit hours.

Public Service Track

The primary objective of the public service track is to prepare students with the background and skills to pursue positions in the public service, in both governmental and nongovernmental (nonprofit) organizations.

Required Core Courses (18 cr.)

Y 103 Introduction to American Politics

Y 205 Elements of Political Analysis

Y 302 Public Bureaucracy in Modern Society

Y 306 State and Local Government or Y 308 Urban Politics

COAS-S 399 Internship in Public Service (must serve a minimum of a 3-hour internship hours in an approved public or nongovernmental [nonprofit] organization)

Y 490 Senior Seminar in Political Science

300-400-Level Public Service Courses (6 cr.)

Student must complete at least two 300-400 level courses in the public service area. These include:

Y 402 Politics of the Budgetary Process

Y 403 Legal Issues in Public Bureaucracy

Y 404 Political Issues in Public Personnel Management

300-400-Level Distribution Requirements (6 cr.)

Students must complete at least two other 300-400-level courses in political science from any of the following areas: comparative politics, international relations, and theory.

(Interdisciplinary concentrations in other areas may be substituted for these 300-400-level distributional requirements upon recommendation of academic advisor.)

Recommended Courses

It is strongly recommended that students complete MATH-K 300 Statistical Techniques.

Requirements for a Minor in Political Science

Minimum of 15 credit hours, including:

Y 103 Introduction to American Politics (3 cr.) One course in comparative politics

One course in international politics

(At least 9 credit hours of the minor must be taken on this campus)

Political Science Honors Program Admission to the Political Science Honors Program requires the following: The student must be a political science major with junior standing; the student must have at least a 3.3 GPA in all courses and at least a 3.5 GPA in political science courses; and the student must have completed 15 hours of political science courses including Y 205. Once admitted to the program, honors students will complete a double major in political science honors and political science. In addition to meeting the requirements for the political science major, the honors student must complete Y 498 (1 cr.) taken in conjunction with three advanced political science courses and Y 498 (1 cr.) taken in conjunction with Y 490. The honors student must present a research paper at an undergraduate or professional conference or have the paper published in a journal. Finally, honors students must maintain the 3.3 GPA in all courses and the 3.5 GPA in political science courses.

Psychology (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "Specific Requirements to the Bachelor of Arts Degree." For information on general education requirement within your discipline, please contact your academic advisor or the dean of your school.[1]

Student Learning Goals

1. Acquire substantive knowledge in fundamental areas of psychology.
2. Demonstrate an understanding of psychological methodology.
3. Demonstrate the ability to apply the principles of psychology in real-life settings.
4. Develop the awareness of and proficiency in using psychological resources (information competency)
5. Document critical thinking ability when discussing or writing about psychological issues.
6. Communicate effectively about the field of psychology in both an oral and written format.
7. Work effectively with other students and professionals in the field of psychology.
8. Prepare for careers in psychology-related fields.

Requirements

33 credit hours in psychology, including:

P 101 Introductory Psychology 1 (3 cr.)

P 102 Introductory Psychology 2 (3 cr.)

P 250/P 251 Research and Quantitative Methods in Psychology I and II (6 cr.)

(This is a two-semester course. The grade for this course will be given after completion of both semesters. P 251 fulfills the research writing requirement for psychology majors.)

B 452 Seminar in Psychology (3 cr.)

One of the "psychology as an experimental science" group:

P 325 Psychology of Learning

P 326 Behavioral Neuroscience

P 329 Sensation and Perception

P 335 Cognitive Psychology

One of the "psychology as a social science" group:

B 310 Life-Span Development

B 354 Adult Development and Aging

P 319 Psychology of Personality

P 320 Social Psychology

One of the "psychology as an applied science" group:

B 378 Introduction to Industrial Psychology

P 324 Abnormal Psychology

P 326 Psychological Tests and Individual Measures

P 430 Behavior Modification

9 hours of Elective in Psychology: Only 6 hours from COAS-S 399, P 493, P 494, P 495 may be used for completing the requirements for the psychology major or minor.

Recommended Courses

Especially useful for psychology majors are courses in mathematics, chemistry, physics, biology, communications, and writing. No minor is required, but majors should consider course work in other social sciences such as anthropology, sociology, and political science, as well as philosophy.

Requirements for a Minor in Psychology

18 credit hours, including:

P 101, P 102

One of "psychology as an experimental science" group: P 325, P 326, P 329, P 335

One of "psychology as a social science" group: B 10, B 354, P 319, P 320

One of "psychology as an applied science" group: B 378, P 324, P 336, P 430

Electives in psychology to total 18 credit hours.

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[1] Students should carefully select the appropriate math course to meet the general education quantitative reasoning requirement. Psychology majors are required to complete any Math course on General Education list. Those wanting to go to graduate school should complete Math M 218 or higher.

Sociology (Bachelor of Arts)

See "General Requirements for Undergraduate Degrees at IU Southeast" and "Specific Requirements to the Bachelor of Arts Degree." For information on general education requirements within your discipline, please contact your academic advisor or the dean of your school.[1]

Student Learning Goals for Sociology

1. Sociology students should demonstrate a working knowledge of key concepts in sociology (by defining, mastering the characteristics of, and being able to apply the concept to an example).
2. Sociology students should demonstrate a working knowledge of the major theories in sociology, the role of theory in building knowledge, and for a given social phenomena, construct a reasoned argument based on a theoretical perspective.
3. Sociology students should demonstrate a working knowledge of research methods in sociology; including recognizing how the scientific method is used; applying the proper statistical procedure to data, and interpreting the data appropriately.
4. Sociology students should demonstrate a working knowledge of cultural diversity including recognizing the significance of race, ethnicity, gender, class and sexuality both within U.S. society and the global community.

Requirements for the Traditional Track in Sociology

The traditional track major in sociology requires a minimum of 30 credit hours in sociology including S 163,S 250,S 251,S 295, a course in social psychology (P 320), a course in sociological theory (S 441), and the senior seminar (S 470). Courses at the 100 level may be taken without prerequisites. Courses at the 200 and 300 levels require S 163 as a prerequisite.

Requirements for the Gender Studies Track in Sociology

The Gender Studies Track in Sociology requires a total of 36 credit hours. The following eight courses (24 credit hours) are required: SOC-W 100 Gender Studies, SOC-S 163 Social Problems, SOC-S 250 Sociology Methods and Statistics I, SOC-S 251 Sociology Methods and Statistics II, SOC-S 295 Sophomore Seminar, PSY-P 320 Social Psychology, SOC-S 441 Social Theory, and SOC-S 470 Senior Seminar with a gender-related topic for the seminar paper. Courses at the 100 level may be taken without prerequisites. Courses at the 200 and 300 level require S 163 as a prerequisite. Courses at the 400 level require S 163, S 250, and S 251 as prerequisites.

The student must take 6 credit hours of elective courses from the following list of sociology courses: R 230 Sexuality and Society, R 326 Masculinity and Society, S 310 Sociology of Women in America, S 321 Variations in Human Sexuality, S 329 Women and Deviance, S 338 Sociology of Sex Roles, S 413 Gender and Society, S 416 The Family, or other sociology courses with a gender component as approved by an advisor.

The student must take 3 credit hours of elective courses from the following list of social sciences courses: ECON-E 347 Women and the Economy, POLS-Y 200 Contemporary Political Problems (when gender is the topic and as approved by an advisor), POLS-Y 324 Women and Politics, POLS-Y 401 (when gender is the topic and as approved by an advisor), HIST-H 214 Comparative Women's History, HIST-H 231 The Family in History, HIST-H 260 History of Women in the United States, PPSY-P 460 Women: A Psychological Perspective, or other classes with a gender component and an advisor's approval.

The student must take 3 credit hours of elective courses from the following list of Arts and Letters courses: AFRO-A 386 Black Feminist Perspectives, COAS-X 111 Introduction to Gay and Lesbian Studies, COAS-X 111 Introduction to the Study of Gender, FINA-A 170 Women Artists/The Visual Arts, FINA-A 270 Women in the History of Art, ENG-L 207 Women and Literature, ENG-L 378 Studies in Women and Literature, ENG-L 389 Feminist Literary and Cultural Criticism, SPCH-S 450 Gender and Communication, or other classes with a gender component and an advisor's approval.

Requirements for a Minor in Sociology

18 credit hours, including: S 163 and 15 additional hours of 200-400-level sociology courses.

Sociology Honors Program Admission to the Sociology Honors Program requires the following: The student must be sociology major with junior standing and must have a 3.3 GPA in all courses. Once admitted to the program, honors students will complete a double major in sociology honors and sociology. In addition to meeting the requirements for the sociology major, the honors student must complete S 495 (1 cr.) in conjunction with three advanced sociology courses and S 498 (1 cr.) taken in conjunction with S 470. Finally, honors students must maintain the 3.3 GPA in all courses.

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[1] Students should carefully select the appropriate math course to meet the general education quantitative reasoning requirement. Sociology majors are required to complete Math M 118 or higher.

Interdisciplinary Option

Requirements An interdisciplinary option is open to students who wish to integrate the study of sociology with that of another discipline or to apply sociological theory and methods to the data of another discipline. Students electing this option would take 21 credit hours of sociology, including all required courses, plus 6 credit hours of advanced work (300 or 400 level) in another discipline. Students are then required to apply what they have learned in a directed readings and research course in which they prepare an extensive study and for which they receive an additional 3 credit hours in sociology. Examples of areas that lend themselves to this approach are the sociology of formal organizations or the sociology of work (with business and economics courses); the sociology of the arts (with fine arts or humanities courses); and comparative sociology (with anthropology courses).

Independent (Correspondence) Study Division

More than 250 university courses are available through the Independent Study Division of the IU School of Continuing Studies. Students may take up to one year to complete courses, all of which are offered on a correspondence basis. Many independent study courses fulfill divisional requirements, requirements in different major areas, and electives. All courses offered by the Independent Study Division carry full credit. Instructors are university faculty members or qualified persons from other areas.

Required textbooks, materials, and supplies are available through the Independent Study Division. A study guide is provided to students that includes full supplementary information in addition to the textbooks, as well as assignments and specific directions for completing a course through correspondence study. Assignments are submitted to the Independent Study Division by mail or in person, at the student's convenience, and are returned to the student with corrections, a grade, and comments by the instructor.

Complete information about courses, fees, requirements, and procedures is available from:

Independent Study Division
Owen Hall 001
Indiana University
Bloomington, IN 47405

(812) 855-3693
Toll-free number in Indiana: 1-800-822-4792
E-mail: bulletin@indiana.edu
Web Bulletin: www.scs.indiana.edu

Information regarding registration may be obtained from the Division of Continuing Studies at IU Southeast. Registration forms must be signed by the student's dean or advisor.

Preprofessional Curricula

Predental and Premedical Programs

Admission to professional schools is very competitive. A premedical or predental student is urged to enroll in a degree program rather than attempting to meet only the minimal requirements for admission. Most programs expect applicants to have a four-year degree. Counseling is available from advisors in chemistry and biology. These individuals will help you prepare for the admission process. They may also suggest

that you consider alternate pathways to rewarding medical careers should the desired professional school application be unsuccessful. College graduates who are seeking admission to medical school or other professional schools are also invited to use our advisors.

Predentistry

A student may be admitted to the School of Dentistry upon receipt of the bachelor's degree, at the end of three years of study in arts and sciences, or, in exceptional cases, upon completion of two years of undergraduate preparation. Information regarding admission to the School of Dentistry may be obtained from Indiana University, Director of Admissions of Dentistry, 1121 W. Michigan Street, Indianapolis, IN 46202, phone (317) 274-8173.

Predental Requirements The following predental courses are mandatory and must be completed by all students who wish to enroll in Indiana University School of Dentistry. There are no exemptions from or substitutes for these prerequisites. All the courses listed as follows are available at IU Southeast.

1. Two semesters or 10 credit hours of each of the following:

   Biology or Zoology (lecture and lab L 101-L 102) Inorganic Chemistry (C 105-C 125 and C 106-C 126) Physics (lecture and lab P 201-P 202 or P 221-P 222)

2. One semester of the following:

   Biochemistry (C 483)

   Human Anatomy (lecture and lab A 215)

   Human Physiology (lecture and lab P 215)

   Organic Chemistry (C 341-C 343; C 342)

3. One semester of Introductory Psychology, English Composition (W 131), and Interpersonal Communication or Public Speaking.

A student may be admitted to dental school upon completion of the preceding predental courses and a minimum of 90 credit hours by the time of matriculation. No more than 60 semester hours may be completed at the junior college level.

B.A./D.D.S. Program If a student is admitted to the School of Dentistry after completing 90 credit hours in arts and sciences and has satisfied the general requirements, including a concentration in an arts and sciences discipline, the student may apply 32 credit hours earned in the first year in dentistry as electives and, at the end of that year, earn the B.A. degree. For further information or to apply, contact the School of Natural Sciences at (812) 941-2184.

Predental Hygiene

Indiana University offers an associate in dental hygiene degree upon completion of college course prerequisites and two years of study. There are five dental hygiene programs in Indiana, and applicants are encouraged to apply to all programs to enhance the chances of being accepted. IU Southeast also has a program of reciprocity with the University of Louisville that allows a student to attend the University of Louisville and pay in-state tuition. The specific college courses required for admission into a dental hygiene program are the following:

1. Two arts and humanities courses. See the predental hygiene advisor for a list of approved courses.

2. One semester of each of the following: English composition, introductory psychology, introductory sociology, public speaking, inorganic chemistry with lab, human anatomy, and human physiology.

The applicant must have earned a C or higher in each course in order for the credit to transfer to Indiana University. Anyone interested in obtaining information about the Dental Hygiene Program should contact the School of Natural Sciences at (812) 941-2184.

Premedicine

A student may be admitted to the School of Medicine upon receipt of the bachelor's degree. There are several degrees that will fulfill the premedical requirements.

Premedical Requirements

1. General chemistry, 8-10 credit hours (C 105-C 125, C 106-C 126)

2. Organic chemistry, including aromatic and aliphatic compounds, 8-10 credit hours (C 341-C 343; C 342-C 344)

3. Physics, 8-10 credit hours (P 201-P 202 or P 221-P 222)

4. Animal biology, 8-10 credit hours (zoology, animal physiology, animal anatomy, or developmental biology, usually Z 317-Z 318, P 416-P 418)

These required courses are available at IU Southeast. Students expecting to enter the premedicine program at IU Southeast should contact the School of Natural Sciences at (812) 941-2184.

Prephysician Assistant

The physician assistant degree is offered by Butler University in Indiana and by the University of Kentucky. This program for Indiana involves two years of preprofessional courses with years three and

four being completed at Butler University, Methodist Hospital in Indianapolis, or at various other health facilities in the Indianapolis area. The student is encouraged to contact the University of Kentucky in Lexington for its prephysician assistant requirements. Students wishing to transfer to Butler University must complete a two-year curriculum, which includes Introductory Biology L 101-L 102; Human Anatomy A 215; Human Physiology P 215; Microbiology and Immunology J 200 and J 201; Medical Terminology M 330 or M 195; chemistry sequence through biochemistry; Statistics K 300; and approximately 30 credit hours of social science courses, humanities, and physical education classes, including elementary composition, public speaking, personal health, and others. For further information or to apply, contact the School of Natural Sciences at (812) 941-2184.

Prelaw

Applicants for admission to law schools must have a bachelor's degree when they begin law school. Law schools do not require a fixed prelaw curriculum, but they do recommend certain types of courses. Admission is largely based upon undergraduate GPA and scores on the Law School Admissions Test (LSAT). Applications for the LSAT are available from career services and placement office and the prelaw advisor, Dr. Thomas Kotulak (political science).

Preoptometry

Candidates for admission to the School of Optometry must complete a minimum of 90 credit hours of undergraduate course work.

Preoptometry Requirements CHEM-C 105-C 125, C 106-C 126, C 341; ENG-W 131; MATH-K 300 (statistics), M 215; PHYS-P 201-P 202; PSY-P 101-P 102; BIOL-L 101-L 102, ZOOL-Z 317-Z 318, or ANAT-A 215; plus 3 credit hours at the 200 level or above; arts and humanities, 6 credit hours; social and behavioral sciences, 6 credit hours; foreign language, 6 credit hours.

These required courses are available at IU Southeast. For further information or to apply, contact the School of Natural Sciences at (812) 941-2184.

Preveterinary

Indiana University does not offer a degree program in veterinary medicine. Students may, however, complete one of several degree programs at IU Southeast first that will include the minimum prerequisite courses for admission to a school of veterinary medicine. The following list of courses comprises the minimum course work for admission to the School of Veterinary Medicine at Purdue University. Other veterinary program admission requirements may vary. Students desiring admission to vet school are encouraged to consult with the academic preveterinary advisor early in their academic career to ensure requirements for veterinary school admission are complete. It should be noted that very few students gain admission to this highly competitive field after two years of undergraduate study. In fact, students are urged to pursue a four-year degree that will afford them an alternative career. The following minimum general preveterinary requirements for admission to the Purdue University Veterinary Program are offered at IU Southeast: English Composition W 131, Speech S 121, as well as a variety of courses in the humanities and social sciences. The following science and mathematics courses required for admission to the Purdue University Veterinary Program are available from the IU Southeast School of Natural Sciences: Statistics K 300, Calculus M 215/M 216 or M 119/M 120; introductory and advanced biology courses in diversity, development, and cellular structure; inorganic chemistry, organic chemistry, and biochemistry; as well as genetics with laboratory and physics with laboratory. Students interested in the preveterinary program should contact the School of Natural Sciences at (812) 941-2184.

Applied Health Science Degrees in Safety Science and Safety Management

As a result of a cooperative effort involving IU Southeast and the School of Health, Physical Education, and Recreation at IU Bloomington, IU Southeast students may take all classes needed for a Bachelor of Science, an Associate of Science or a certificate in Applied Health Science for Safety Science and Safety Management. These degrees are certified through the Bloomington campus, and graduates are invited to attend the IU Bloomington graduation ceremony for conferral of their degrees.

For additional information on requirements for the safety science and management degrees, please contact Cheryl Holmes, Safety Program Administrator and Advisor through email (preferred) clholmes@indiana.edu or by phone at (812) 855-4019.

B.S. in Applied Health Science degree, Major: Safety Science (124 credit hours)

Safety Science is a four-year program leading to the degree Bachelor of Science in Applied Health Science, Major: Safety Science. A minimum of 124 credit hours is required for this program. To learn more, visit the Web site at: www.hper.indiana.edu.

All students must have a minimum GPA of 2.3 to gain admission into the safety management programs. A 2.0 GPA is required for graduation. The Pass/Fail option is not available on required classes, but may be used for free electives.

Safety and Health Courses (51 cr.)

A grade of C– or above is required for each course.

HPER-S 101 Introduction to Safety Science (3 cr.)
HPER-S 151 Legal Aspects of Safety (3 cr.)
HPER-H 160 First Aid and Emergency Care (3 cr.)
HPER-174 Prevention of Violence in American Society (3 cr.) or
HPER-S 255 Threats, Violence and Workplace Safety (3 cr.)
HPER-S 201 Introduction to Industrial Hygiene (3 cr.)
HPER-S 202 Fire Protection and Prevention (3 cr.)
HPER-S 210 OSHA General Industry Standards (3 cr.)
HPER-S 214 OSHA Construction Standards (3 cr.)
HPER-S 251 Incident Investigation and Analysis (3 cr.)
HPER-S 332 Ergonomics and Human Factors (3 cr.)
HPER-S 345 Safety Program Management (3 cr.)
HPER-S 410 Advanced Industrial Hygiene (3 cr.)
HPER-S 411 Industrial Hygiene Sampling and Analysis (3 cr.)
HPER-S 415 Safety Education and Training (3 cr.)
HPER-S 444 Safety Internship (6 cr.)
SPEA-H 316 Environmental Science and Health (3 cr.)

Professional Courses (18 cr.)

Of these, 12 credit hours must be at the 300-400 level; see advisor. A minimum grade of C– is required in each course.

General Education Courses (55 Credits)

Humanities (9 cr.)

Oral Expression (3 cr.)

SPCH-S 121 Public Speaking

Written Expression (3 cr.) (C- min)

ENG-W 131 Elementary Composition (3 cr.) or
ENG-W170 Projects in Reading and Writing

Advanced Writing or Intensive Writing (3 cr.)

BUS-X 204 Business Communications (3 cr.) or
ENG-W 231 Professional Writing Skills (3 cr.)

Life and Physical Sciences (22-24 cr.)

Select one of the following MATH options:

MATH-M 218 Finite Mathematics (3 cr.)
or MATH-M 119 Brief Survey of Calculus I (3 cr.)
MATH-K 300 Statistical Techniques (3 cr.)
or SOC-S 250/251 Methods and Statistics (6 cr.)
or PSY-P 250/251 Research and Quantitative Methods in Psychology (6 cr.)
ANAT-A 215 Basic Human Anatomy (5 cr.)
CSCI-C 106 Intro to Computers and Their Use (3 cr.)
or equivalent computer literacy course

Complete the following four chemistry courses:

CHEM-C 101 Elementary Chemistry I (3 cr.)
CHEM-C 121 Elementary Chemistry Laboratory I (2cr.)
CHEM-C 102 Elementary Chemistry II (3 cr.)
CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.)

Social and Behavioral Sciences (12 cr.)

PSY-P 101 Introductory Psychology I (3 cr.)
PSY-P 102 Introductory Psychology II (Prerequisite: P 101 or P 151) (3 cr.)
SOC-S 163 Social Problems (3 cr.)
ECON-E 100 Current Economic Topics (3 cr.)

Free Electives (10-12 cr.)

May be taken Pass/Fail.

Associate of Science Degree in Applied Health Science, Major: Safety Management

A two-year program designed to prepare entry-level specialists. Building on the one-year certificate program, the associate degree provides a professional background for students interested in pursuing a career in safety. It may serve as a foundation for students seeking a bachelor's degree in safety. Required are 64 credit hours, 39 of which must be in safety and health courses, and 25 of which must be in general education. See an advisor for specifics. No Pass/Fail allowed. A minimum 2.0 cumulative grade point average (GPA) is required in all courses applying toward the AHS degree.

Major Courses Required

Professional Health and Safety Courses (39 credits)

Required Safety Courses (24 credits)

HPER-S 101 Introduction to Safety Science (fall)
HPER-S 151 Legal Aspects of Safety (spring)
HPER-S 201 Introduction to Industrial Hygiene (fall)
HPER-S 202 Fundamentals of Fire Protection (spring)
HPER-S 251 Incident Investigation and Analysis (spring)

HPER-S 345 Safety Program Management (fall)

HPER-S 352 Safety System Analysis (spring)

HPER-S 370 Principles and Strategies of Behavioral Safety (fall)

Elective Safety Courses (select 15 credits)

HPER-H 160 First Aid and Emergency Care

HPER-H 263 Personal Health

HPER-S 231 Safety Engineering and Technology (fall)

HPER-S 317 Seminar in Safety

HPER-S 415 Safety Education and Training (fall)

HPER-S 425 Safety Process Admin and Leadership (spring)

HPER-S 430 Exploring Safety Culture (spring)

HPER-C 403 Public Health Program Planning

General Education

Humanities (9 credits)

ENG-W 131 Elementary Composition 1 (C- min)

ENG-W 231 Professional Writing Skills

MCL-C 121 Public Speaking (C122 may not substitute)

Life and Physical Sciences (Select 10 credits from the following)

ANAT-A 215 Basic Human Anatomy

Any Chemistry course

Any Physics Course

Any Math course (100 level or above)

Social Sciences (6 credits)

PSY-P 101 Introduction to Psychology I

Any Social and Behavioral Science elective

List any elective over the required hours:

Certificate in Safety Management, Concentration in Homeland Security

The Certificate provides a professional background for students interested in pursuing a career in safety and focusing in homeland security/emergency management. It may serve as a foundation for students seeking an associate's and/or bachelor's degrees in safety. Required are 30 credit hours all of which must be in safety and health courses. Contact Cheryl Holmes, Safety Program Administrator and Advisor through email (preferred) clholmes@indiana.edu or by phone at (812) 855-4019.for specifics. No Pass/Fail allowed. A minimum 2.0 cumulative grade point average (GPA) is required in all courses applying toward the certificate.

Required Safety Management Courses - 15 credits

HPER-S 101 Introduction to Safety Science

HPER-S 151 Legal Aspects of Safety

HPER-S 201 Introduction to Industrial Hygiene

HPER-S 202 Fundamentals of Fire Protection

HPER-S 210 OSHA General Industry Standards OR

HPER-S 214 OSHA Construction Standards

Required Homeland Security Courses – 15 credits

HPER-S 302 Introduction to Homeland Security
(P: 9 cr. 200 Level HPER "S" courses)

HPER-S 336 Emergency Management
(P: HPER-S 302)

HPER-S 365 Security Issues for the Safety Professional
(P: HPER-S302)

HPER-S 402 Emergency Planning and Preparation
(P: HPER-S 336)

HPER-S 436 Emergency Response and Recovery
(P: HPER-S 336)

Faculty of Indiana University Southeast

Full-time Faculty

*Member of the Graduate Faculty

Abernethy, Michael L., M.A. *(University of North Texas, 1987)*, Senior Lecturer in Communication

*Abshire, Jean E., Ph.D. *(Indiana University, 1999)*, Associate Professor of Political Science

Accardi, Maria T., MLIS, *(University of Pittsburgh, 2006)*, Assistant Librarian

*Adams, Kela O., P.E.D., Ed.D. *(Indiana University, 1970, 1980)*, Professor Emerita of Physical Education and Education

*Allen, Anne E., Ph.D. *(Columbia University, 1993)*, Professor of Fine Arts

Allman, Ronald J., M.A. *(The University of Texas at Austin, 1994)*, Associate Professor of Journalism

*Alse, Janardhanan A., Ph.D. *(University of Wisconsin Madison, 1993)*, Associate Professor of Economics

*Altmann, James L., Ph.D. *(University of Wisconsin–Milwaukee, 1978)*, Professor Emeritus of Economics and Business Administration

*Ambrose, Timothy, Ph.D. *(University of Wisconsin Madison, 1980)*, Associate Professor of Spanish

*Anderson, Virginia S., Ph.D. *(The University of Texas at Austin, 1997)*, Associate Professor of English

Arnold, Janet K., M.Ed. *(University of Louisville, 1979)*, Lecturer in Mathematics

*Asare, Benjamin, Ph.D. *(Temple University, 1987)*, Professor of Sociology

*Ash, Robert C., Ph.D. *(Arizona State University-Tempe, 1995)*, Associate Professor of Business Administration

*Atnip, Gilbert W., Ph.D. *(The Ohio State University, 1975)*, Professor of Psychology

*Attum, Omar A., Ph.D. *(University of Louisville, 2004)*, Assistant Professor of Biology

*Babione, Carolyn A., Ph.D. *(University of New Mexico, 1993)*, Associate Professor of Education

*Badia, Mindy E., Ph.D. *(Indiana University, 1996)*, Associate Professor of Spanish

*Bailey, Kevin Sue, Ed.D. *(Indiana University, 1981)*, Professor of Education

*Baker, Claude D., Ph.D. (*University of Louisville, 1972*), Professor Emeritus of Biology

*Baker, Crump W., Ph.D. *(University of Kentucky, 1975)*, Professor of Mathematics

*Baker, Mary Anne, Ph.D. *(University of Louisville, 1971)*, Professor Emerita of Psychology

*Barney, Douglas K., Ph.D. *(University of Mississippi, 1993)*, Professor of Business Administration

*Barry, James, Ph.D. *(State University of New York at Stony Brook, 1988)*, Professor of Philosophy

Beard, Terri L., M.S. *(Indiana University, 1998)*, Lecturer in Education

*Beeby, James M., Ph.D. *(Bowling Green State University, 1999)*, Assistant Professor of History

Bingham, Jonathan E., A.M. *(Washington University, 1995)*, Senior Lecturer in Economics

*Bjornson, Christian E., Ph.D. *(University of Illinois-Urbana, 1993)*, Associate Professor of Business Administration

*Bochan, Bohdan, Ph.D. *(University of Minnesota, 1977)*, Professor of German

Bonacci, Kimberly M., M.S. *(Shippensburg State College, 1988)*, Lecturer in Mathematics

*Bowden, James H., Ph.D. *(University of Minnesota, 1970)*, Professor of English, Retired

*Bower, Stephanie, Ph.D. *(University of Wisconsin-Madison, 1971)*, Professor of History

*Bowles, Donna J., R.N., Ed.D. *(Spalding University, 1999)*, Associate Professor of Nursing

*Bradley, Mary C., Ph.D. *(Indiana University, 2007)*, Assistant Professor of Education

Brewer, Neil H., M.S. *(Indiana University, 1990)*, Lecturer in Education

*Briscoe, John P., Ph.D. (*University of Louisville, 1977*), Professor Emeritus of Business Administration

Burns, Sheryl M., M.S. *(Indiana University, 1977)*, Lecturer in Education

*Cady, Marshall P., Ph.D. *(Michigan State University, 1976)*, Professor Emeritus of Chemistry

*Camahalan, Faye M., Ph.D. *(University of the Philippines, 2000)*, Assistant Professor of Education

*Carducci, Bernardo J., Ph.D. *(Kansas State University-Manhattan, 1980)*, Professor of Psychology

Carlton, Rebecca L., M.A. *(Ball State University, 1992)*, Senior Lecturer in Communication

Carr, Gabrielle M., M.L.S. *(Indiana University, 1981)*, Librarian

Chang, Sau Hou, Ph.D. *(Texas A&M University, 2007)*, Assistant Professor of Education

*Chen, Sheying, Ph.D., *(University of California—Los Angeles, 1996)*, Professor of Sociology

*Christenson, Carl M., Ph.D. *(Kansas State University, 1969)*, Professor Emeritus of Biology

*Christiansen, Linda A., J.D. *(Indiana University School of Law, 1987)*, Associate Professor of Business Administration

*Clem, Debra K., M.F.A. *(Pennsylvania State University, 1978)*, Professor of Fine Arts

Cochran, Delaine E., M.A. (*University of Louisville, 1988*), Senior Lecturer in Mathematics

*Connerly, Pamela L., Ph.D. *(University of Chicago, 2003)*, Assistant Professor of Biology

Cooley, Timothy, M.B.A. *(Indiana University, 2000)*, Assistant Professor for Mechanical Engineering Technology

*Cox, Kevin Christopher, Ph.D. *(Texas Tech University, 1995)*, Associate Professor of Business Administration

Criswell, Kathryn J., M.S. *(Indiana University, 1995)*, Lecturer in Education

*Crooks, Edwin W., D.B.A. *(Indiana University, 1959)*, Professor Emeritus of Business Administration

*Crump, Claudia D., Ed.D. *(Indiana University, 1969)*, Professor Emerita of Education

*Dahlgren, Donna J., Ph.D. *(Kent State University, 1992)*, Associate Professor of Psychology

Daily, Donna E., M.S. *(Indiana University, 1999)*, Lecturer in Education

*Daly, Patrick J., Ph.D. *(University of Illinois-Urbana, 1995)*, Associate Professor of English

*Darnowski, Douglas W., Ph.D. *(Cornell University, 1997)*, Associate Professor of Biology

*De, Subhranil, Ph.D. *(University of Rochester, 2003)*, Assistant Professor of Physics

*deGraaf, Carl A., Ph.D. *(Southern Illinois University, 1973)*, Professor Emeritus of Education

*Del Grande, M. Vera, Ph.D. *(St. Louis University, 1959)*, Professor Emerita of Education

*Deterding, Audrey L., Ph.D. *(Pennsylvania State University, 2007)*, Assistant Professor of Communications

*Doyle, John F., Ph.D. *(University of Colorado-Boulder, 2000)*, Assistant Professor of Computer Science

Dues, Joseph F., M.Eng. (*University of Louisville, 1997*), Assistant Professor for Mechanical Engineering Technology

*Dufrene, Uric B., Ph.D. *(University of Mississippi, 1992)*, Professor of Business Administration and Sanders Chair in Business

Dunlop, Ronald E., Ed.S. *(University of West Florida, 2002)*, Lecturer in Business

*Dunn, Millard C., Ph.D. *(Indiana University, 1966)*, Professor Emeritus of English

*Earley, Samantha M., Ph.D. *(Kent State University, 1998)*, Associate Professor of English

Edison, Aimee, Ph.D. *(University of Alabama, 2006)*, Visiting Assistant Professor of Psychology

*Edmonds, Kent E., Ph.D. *(University of Delaware, 1994)*, Associate Professor of Biology

Ehringer, Margaret A., M.A.T. *(Indiana University, 1972)*, Senior Lecturer in Mathematics

*Eplion, David M., Ph.D. *(University of Pittsburgh, 2003)*, Assistant Professor of Business Administration

*Ernstberger, Kathryn W., Ph.D. *(Indiana University, 1992)*, Professor of Business Administration

*Fankhauser, Robin L., Ed.D. *(Indiana University, 1985)*, Assistant Professor of Education

*Farah, Mariana, DMA, *(University of Missouri, 2008)*, Assistant Professor of Music

*Farrell, William J., Ph.D. *(University of Iowa, 1989)*, Associate Professor of Criminal Justice

*Felsen, Liam E., Ph.D. *(University of Oregon, 2003)*, Assistant Professor of English

*Felton, Marianne V., Ph.D. *(Indiana University, 1978)*, Professor Emerita of Economics

*Fields, Teesue H., Ed.D. *(Rutgers the State University of New Jersey—New Brunswick, 1975)*, Professor Emerita of Education

*Findling, John E., Ph.D. *(University of Texas, 1971)*, Professor Emeritus of History

*Finkbine, Ronald B., Ph.D. *(New Mexico Institute of Mining and Technology, 1994)*, Associate Professor of Computer Science

*Finkel, Deborah G., Ph.D. *(University of Minnesota—Minneapolis, 1992)*, Professor of Psychology

Finnegan, John C., M.F.A. *(The Ohio State University, 1988)*, Associate Professor for Computer Graphics Technology

Fleischer, Jan M., Ph.D. *(Yale University, 1994)*, Senior Lecturer in Chemistry

*Forinash, Kyle, Ph.D. *(Clemson University, 1983)*, Professor of Physics

Franklin, Clint H., M.A. *(Indiana State University, 2003)*, Lecturer in Geosciences

Free, Kathleen W., M.S.N., A.N.P.C. *(Ball State University, 1996)*, Clinical Associate Professor of Nursing

*French, G. Richard, Ph.D. *(University of Mississippi, 1990)*, Professor of Business Administration

French, Sandra S., Ph.D. *(Tulane University, 1980)*, Professor Emerita of Sociology

*Freyn, Amy L., Ed.D. *(Spalding University, 2006)*, Assistant Professor of Education

*Galvin, Peter R., Ph.D. *(Louisiana State University, 1991)*, Associate Professor of Geosciences

Garnier, Camille F., Ph.D. *(Indiana University, 1978)*, Professor Emerita of French

*Goldstein, Joanna, Ph.D. *(New York University, 1985)*, Professor of Music

*Granda, Carolyn, M. Eng. *(University of Louisville, 1994)*, Lecturer in Computer Science

*Greckel, Fay E., Ph.D. *(Indiana University, 1969)*, Professor Emerita of Economics

*Guenther, John R., M.F.A. *(Indiana University, 1973)*, Professor Emeritus of Fine Arts

*Gugin, Linda C., Ph.D. *(University of Georgia, 1970)*, Professor Emerita of Political Science

Hackett, Brenda V., M.S.N., R.N. *(Bellarmine College, 1993)*, Lecturer in Nursing

*Hall, Bryan W., Ph.D. *(University of Colorado—Boulder, 2005)*, Assistant Professor of Philosophy

*Hare, Sara, Ph.D., *(Indiana University, 2002)*, Associate Professor of Sociology

*Harper, Brian A., M.F.A., *(University of Iowa, 2005)*, Assistant Professor of Fine Arts

*Harris, Kenneth J., Ph.D. *(Florida State University—Tallahassee, 2004)*, Assistant Professor of Management

*Harris, Michael L., Ph.D. *(University of South Florida, 2006)*, Assistant Professor of Business Administration

*Harris, Ranida B., Ph.D. *(Florida State University—Tallahassee, 2004)*, Assistant Professor of Business Administration

*Harvey, George W., Ph.D. *(University of Kentucky, 2004)*, Assistant Professor of Philosophy

*Haub, Elaine K., Ph.D. *(University of Louisville, 1993)*, Associate Professor of Chemistry

*He, Yan, Ph.D. *(Syracuse University, 1999)*, Associate Professor of Business Administration

*Herdoíza-Estévez, Magdalena, Ph.D. *(Université de Paris, Sorbonne, 1985)*, Associate Professor of Education

*Hesselman, James L., M.F.A., (*University of Louisville, 1992*), Assistant Professor of Theatre

*Hill, W. Brian, Ph.D. *(University of Illinois, 1958)*, Professor Emeritus of Chemistry

*Hise, Mary Garboden, R.N., M.N. *(Emory University, 1960)*, Associate Professor Emerita of Nursing

*Hollenbeck, James E., Ph.D. *(University of Iowa, 1999)*, Associate Professor of Education

*Hollingsworth, Joseph E., Ph.D. *(The Ohio State University, 1992)*, Professor of Computer Science

Hollowell, B. Jane, M.S.N., R.N. *(Bellarmine College, 1991)*, Senior Lecturer in Nursing

*Hotopp, Robert J., J.D., C.P.A. *(Indiana University, 1973)*, Associate Professor Emeritus of Business Administration

Hottman, Nancy E., M.A. *(Murray State University, 1971)*, Lecturer in Education

Hughes, Melanie E., M.L.S. *(Indiana University, 2000)*, Associate Librarian

*Hunt, Randy E., Ph.D. *(The Ohio State University, 1988)*, Associate Professor of Biology

Huntington-Moskos, Luz G., M.S., R.N. *(University of Minnesota, 2005)*, Lecturer in Nursing

Jackman, Michael, M.A. *(University of Louisville, 1994)*, Lecturer in English

*Jamski, William D., Ed.D. *(Indiana University, 1976)*, Professor of Education

*Jansing, Jo Ann, Ph.D. *(Fordham University, 1970)*, Professor Emerita of Chemistry

*Jenks, Richard J., Ph.D. *(University of Missouri, 1974)*, Professor of Sociology

Johnson, Jacqueline F., M.L.S. *(State University of New York at Buffalo, 1990)*, Associate Librarian

Johnson, Sandra L., B.S. *(Indiana State University—Terre Haute, 2003)*, Lecturer in Biology

Jones, Ann S., M.S. *(Western Kentucky University, 1988)*, Lecturer in Education

*Jones, Brian H., M.F.A. *(University of Cincinnati, 1977)*, Professor of Fine Arts

*Kauffman, James L., Ph.D. *(Indiana University, 1989)*, Professor of Speech Communication

*Keefe, Thomas J., Ph.D. *(State University of New York at Buffalo, 1988)*, Professor of Business Administration

*King, Granville, Ph.D. *(Indiana University, 1994)*, Associate Professor of Speech Communication

*Kirchner, Gretchen, Ph.D. (*University of Louisville, 1986*), Professor of Biology

Konychev. Anton V., Ph.D. *(Indiana University, 2005)*, Lecturer in Physics & Mathematics

Kopp, Richard, M.F.A. *(University of Delaware, 1985)*, Associate Professor for Computer Graphics Technology

*Kotulak, Thomas D., Ph.D. *(University of Illinois-Chicago, 1994)*, Associate Professor of Political Science

Kramer, Carl E., Ph.D. *(University of Toledo, 1980)*, Director of Institute for Local & Oral History

Krieger, Gregory H., MBA *(IU Southeast, 2001)*, Lecturer in Busines

*LaGrange, John D., Ph.D., *(University of Tennessee, 2008)*, Assistant Professor of Mathematics

Lamb, Charles R., Ed.D. *(Indiana University, 1972)*, Professor Emeritus of Education

*Lambert, Alysa D., Ph.D., *(State University of New York, 2006)*, Assistant Professor of Business

Lambert, Thomas E., Ph.D., (*University of Louisville, 1997*), Lecturer in Economics

*Lang, W. Christopher, Ph.D. *(University of Oregon, 1986)*, Professor of Mathematics

*Lasseigne, Mary W., Ed.D. *(Indiana University, 1963)*, Professor Emerita of Education

Le, Nghia, M.Eng. (*University of Louisville, 1988*), Associate Professor for Electrical Engineering Technology

*LeNormand, Brigitte, Ph.D. *(University of California Los Angeles, 2007)*, Assistant Professor of History

Light, Cynthia, M.A. *(Western Kentucky University, 1988)*, Lecturer in Mathematics

*Lippke, Richard L., Ph.D. *(University of Minnesota, 1967)*, Professor Emeritus of Theatre

*Little, Eldon L., Ph.D. *(University of Nebraska—Lincoln, 1981)*, Professor of Business

*Long, Billy J., Ph.D. *(Indiana University of Pennsylvania, 1998)*, Assistant Professor of Criminal Justice

*Mand, Lawrence R., Ph.D. *(University of Kentucky, 1975)*, Professor of Computer Science and Business

*Mann, Susan Garland, Ph.D. *(Miami University—Oxford, 1984)*, Professor of English

*Manson, Todd M., Ph.D. *(University of South Florida, 2004)*, Assistant Professor of Psychology

Manwani, Ghansham M., M.S. (*University of Louisville, 1993*), Senior Lecturer in Computer Science

*Mason, Glenn M., Ph.D. *(University of Wyoming, 1987)*, Professor of Geosciences

*Maxwell, Richard H., Ph.D. *(Southern Illinois University, 1969)*, Professor Emeritus of Biology

*McIlvoy, Laura H., Ph.D., R.N. *(Indiana University, 2005)*, Assistant Professor of Nursing

*McKay, Marian A., Ed.D, R.N. *(Spalding University, 1998)*, Associate Professor of Nursing

McMahan, Janice S., M.S.N., R.N. *(Spalding University, 1991)*, Clinical Assistant Professor of Nursing

*McTigue, Thomas M., Ph.D. *(Louisiana State University, 1969)*, Professor Emeritus of Spanish

*Meixner , Rebekkah J., M.F.A. *(University of Louisville, 2005)*, Assistant Professor of Theatre

*Meredith, Vicki A., D.B.A. *(University of Kentucky, 1985)*, Professor of Business Administration

Miller, Phillip E., M.A. *(University of Kentucky, 1993)*, Senior Lecturer in Mathematics

*Moffett, Susan P., M.F.A. *(Northern Illinois University, 1977)*, Professor of Fine Arts

*Moody, John C., Ed.D. *(University of Virginia, 1970)*, Professor Emeritus of Education

*Morgan, Robin K., Ph.D. *(Auburn University, 1988)*, Professor of Psychology

*Morganett, L. Lee, Ed.D. *(Indiana University, 1980)*, Professor of Education

*Murray, Gloria J., Ed.D. *(Indiana University, 1982)*, Associate Professor of Education

*Myers, Judith G., Ph.D., R.N. *(University of Kentucky, 2005)*, Assistant Professor of Nursing

*Nassim , Bahman, Ph.D. *(University of Missouri, 1979)*, Professor of Chemistry

*Newman, John H., Ph.D. *(Washington State University—Pullman, 1978)*, Professor of Sociology

Nunnelley, Jeanette C., Ed.D. (*University of Louisville, 1986*), Professor Emerita of Education

O'Connor, Terrence P., M.S. *(West Texas State University, 1985)*, Associate Professor for Electrical Engineering Technology

*Olson, Bernadette F., Ph.D. *(Washington State University-Pullman, 2003)*, Assistant Professor of Criminal Justice

O'Neal, J. Thomas, M.A. *(Eastern Michigan University, 1987)*, Senior Lecturer in English

*Otu, Emmanuel O., Ph.D. *(University of Ottawa, 1990)*, Professor of Chemistry

*Patterson-Randles, Sandra R., Ph. D. *(University of Kentucky, 1982)*, Professor of English

Peters, Curtis H., Ph.D. *(Washington University, 1975)*, Professor Emeritus of Philosophy

Phipps, Gregory, M.A. (*University of Louisville, 1986*) Senior Lecturer in Sociology

*Pinkston, Gary L., Ed.D. *(University of Minnesota, 1998)*, Associate Professor of Educational Technology

*Pittman, Paul H., Ph.D. *(The University of Georgia, 1994)*, Professor of Business Administration

*Pooser, Charles L., Ph.D. *(Indiana University, 1997)*, Assistant Professor of French

Popp, George T., M.C.E. (*University of Louisville, 1968*), P.E. (State of Indiana), Associate Professor Emeritus of Mechanical Engineering Technology

*Rakich, Jonathon S., Ph.D. *(St. Louis University, 1970)*, Professor of Management

*Ramachandran, Sridar, Ph.D. *(Wright State University, 2006)*, Assistant Professor of Informatics

*Ramey, John W., Ph.D. *(University of Louisville, 2000)*, Assistant Professor of English

*Ramsey, Gerald D., Ph.D. *(Purdue University, 1973)*, Associate Professor Emeritus of Business Administration

Ramsey, Jason A., A.M. *(University of Illinois—Urbana, 2003)*, Lecturer in Speech

*Rand, Leon, Ph.D. *(University of Texas at Austin, 1958)*, Professor Emeritus of Chemistry

*Reddy, Vijay Krishna, Ph.D. *(Ohio University, 1994)*, Professor of Speech Communication

Reid, Diane S., M.A. *(Western Kentucky University, 1980)*, Senior Lecturer in Speech

*Reid, Jacquelyn C., Ed.D, R.N. *(Indiana University, 1980)*, Associate Professor of Nursing

*Reisert, John E., Ed.D. *(Indiana University, 1964)*, Professor Emeritus of Education

*Renwick, Galen A., Ph.D. *(University of Missouri, 1971)*, Associate Professor Emeritus of Biology

Reynolds, C. Teresa, M.L.S. *(Brigham Young University, 1981)*, Senior Lecturer in English

*Richardson, F. C., Ph.D. *(University of California—Santa Barbara, 1967)*, Professor Emeritus of Biology

*Ridout, Susan R., Ph.D. *(Indiana University, 1983)*, Professor of Education

Riehm, Rose S., M.A. (*University of Louisville, 1973*), Lecturer in Mathematics

Rosen, C. Martin, M.S. *(University of Illinois—Urbana, 1990)*, Associate Librarian

*Rumsey, William D., Ph.D. *(Columbia University, 1981)*, Professor Emeritus of Philosophy

Russell, Diane M., Ph.D. (*University of Louisville, 1997*), Lecturer in English

*Ruth, Gerald D., Ph.D. *(Indiana University, 1972)*, Professor of Geosciences

*Ryan, Kelly A., Ph.D. *(University of Maryland, 2006)*, Assistant Professor of History

*Ryan, Walter F., Ph.D. *(Ohio University, 1996)*, Associate Professor of Education

*St. Clair, James E., M.A. *(Indiana University, 1990)*, Professor of Journalism

*Salas, Angela M., Ph.D. *(University of Nebraska, 1995)*, Associate Professor of English

Schaffer, Andy, Ph.D. *(The Ohio State University, 2000)*, Associate Professor for Industrial Technology

*Schansberg, D. Eric, Ph.D. *(Texas A&M University, 1991)*, Professor of Economics

*Schoen, Lea J., Ph.D. *(Boston College, 2005)*, Assistant Professor of Education

Scott, Valerie B., Ph.D. *(University of Montreal, 1997)*, Lecturer in Psychology

*Segal, Marcia T., Ph.D. *(Indiana University, 1970)*, Professor Emerita of Sociology

*Setterdahl, Aaron L., Ph.D. *(Texas Tech University, 2001)*, Assistant Professor of Chemistry

*Shea, Catherine A., Ph.D. *(University of Missouri—Columbia, 1984)*, Professor of Education

*Shen, Yu, Ph.D. *(University of Illinois-Urbana, 1995)*, Professor of History

*Shi, Dylan, Ph.D. *(University of Illinois-Chicago, 1993)*, Associate Professor of Mathematics

Short, Coyla J., M.S.N., R.N. (*University of Louisville, 1988*), Clinical Professor Emerita of Nursing

*Sloss, G. Sam, Ph.D. *(University of Cincinnati, 1983)*, Professor of Sociology

*Smead, Rosemarie, Ed.D. *(Auburn University, 1981)*, Professor Emerita of Education

*Squires, Frances H., Ph.D. *(The Ohio State University, 1977)*, Associate Professor of Education

*Srinivasan, Arun K., Ph.D. *(University of Kentucky, 2004)*, Assistant Professor of Economics

Stallard, Donna L., M.F.A. *(University of Dallas, 1994)*, Lecturer in Fine Arts

*Staten, Clifford L., Ph.D. *(University of North Texas, 1987)*, Professor of Political Science

*Stem, Erich H., D.M. *(University of Maryland, 2003)*, Assistant Professor of Music

*Suleiman, Louise F., Ed.D., R.N. *(Boston University, 1974)*, Associate Professor Emerita of Nursing

*Sung, Chang Oan B., Ph.D. *(University of Wyoming, 2004)*, Assistant Professor of Computer Science

Sutherland, Melissa L., Ph.D. *(University of Louisville, 2004)*, Lecturer in Education

*Sweigart, William E., Ph.D. *(Stanford University, 1988)*, Associate Professor of English

Taurman, Kenneth R., J.D. *(University of Louisville, 1979)*, Senior Lecturer in Business Administration

*Taylor, David W., Ph.D. *(University of Connecticut, 1987)*, Professor of Biology

*Thackeray, Frank W., Ph.D. (*Temple University, 1977*), Professor Emeritus of History

*Thompson-Book, Barbara C., Ph.D. *(University of Arizona—Tucson, 1993)*, Associate Professor of Education

*Tipgos, Manuel A., Ph.D. *(Louisiana State University, 1974)*, Professor of Accounting

Totten, Nancy T., M.S. *(University of Kentucky, 1972)*, Associate Librarian

*Treves, David B., Ph.D. *(University of Michigan, 1998)*, Associate Professor of Biology

*Trout, Andrew P., Ph.D. *(University of Notre Dame, 1968)*, Professor Emeritus of History

Voelker, Kathleen E., M.B.A. *(Indiana University Southeast, 2001)*, Visiting Lecturer in Business

Vernia, Mildred A., M.B.A. *(Bellarmine College, 1989)*, Senior Lecturer in Mathematics

Viner, V. Leigh, Ph.D. *(Duquesne University, 2002)*, Lecturer in Philosophy

*Wadsworth, Frank H., Ph.D. *(University of Wisconsin—Madison, 1995)*, Professor of Business Administration

*Waingeh, Victor F., Ph.D. *(University of North Dakota, 2006)*, Assistant Professor of Chemistry

*Wall, Guy O., Ed.D. *(West Virginia University, 1975)*, Professor Emeritus of Education

*Wert, Joseph L., Ph.D. *(University of Cincinnati, 1998)*, Associate Professor of Political Science

*Wheat, Jerry E., D.B.A. *(Indiana University, 1973)*, Professor Emeritus of Business Administration

Whitaker, Stanley K., M.A. *(Western Kentucky University, 1969)*, Lecturer in Education

*White, A. Jay, Ph.D. *(University of Mississippi, 1996)*, Associate Professor of Business Administration

White, Pamela P., M.S.N. *(University of Cincinnati, 1980)*, Lecturer in Nursing

*Whitesell, Marilyn C., M.F.A. *(Indiana University, 1975)*, Associate Professor of Fine Arts

*Wilhelm, Morris M., Ph.D. *(Columbia University, 1969)*, Professor Emeritus of Political Science

*Wille, Diane E., Ph.D. *(Wayne State University, 1987)*, Professor of Psychology

*Wisman, Raymond F., M.S. *(University of Louisville, 1985)*, Associate Professor of Computer Science

*Woeppel, James J., Ph.D. *(University of Illinois—Urbana, 1970)*, Professor Emeritus of Mathematics

*Wolf, Thomas P., Ph.D. *(Stanford University, 1967)*, Professor Emeritus of Political Science

*Wong, Alan S., Ph.D. *(North Texas State University, 1986)*, Professor of Business Administration

*Wyandotte, Annette M., Ph.D. *(Ball State University, 1991)*, Associate Professor of English

Zimmerman, Michele R., Ph.D. *(University of Louisville, 2001)*, Senior Lecturer in Biology

Zink, Amy E., M.A. *(Miami University—Oxford, 1992)*, Senior Lecturer in Spanish

*Zorn, Christa, Ph.D. *(University of Florida—Gainesville, 1994)*, Professor of English

Adjunct Faculty

Abbott, Alan C., M.A. *(Birkbeck University of London, 2001)*, Adjunct Lecturer in History

Acker, Gregory J., M.A. *(Wesleyan University, 1998)*, Adjunct Lecturer in History

Adams-Wolf, Meribeth, M.A. *(Spalding University, 1986)*, Adjunct Lecturer in Education

Adams, Robert W., M.B.A. (*University of Louisville, 1967*), Adjunct Lecturer in Business

Agarwal, Sanjuli, M.S. *(University of Louisville, 2002)*, Adjunct Lecturer in Computer Science

Albrecht, Kenneth H., B.M. (*University of Louisville, 1968*), Adjunct Lecturer in Music

Alvey, Troy, M.F.A. *(Spalding University, 2005)*, Adjunct Lecturer in English

Amend, J. Jerome, M.M. (*University of Louisville, 1974*), Adjunct Lecturer in Music

Amstutz, Grant C., O.D. *(Indiana University, 2000)*, Adjunct Lecturer in Anatomy

Andrade-Carlson, Mary, M.S. *(University of Kansas, 2000)*, Adjunct Lecturer in Career Services

Arjona-Sisto, Montserrat, M.A. *(Florida Atlantic University, 1999)*, Adjunct Lecturer in Spanish

Asher, Phillip G., M.A. *(Indiana University, 1973)*, Adjunct Lecturer in Geosciences

Atkins, Ron, M.S. *(Indiana University, 1977)*, Adjunct Lecturer in Education

Baldridge, Kenneth R., M.A. *(University of Kentucky, 1971)*, Adjunct Lecturer in Speech Communication

Banks, Gary L., M.A. *(Webster University, 1990)*, Adjunct Lecturer in Supervision

Barczak, Benita Sabie, M.D. (*University of Louisville, 1982*), Adjunct Lecturer in Anatomy

Barger, Barbara E., Ed.D. *(Indiana University, 1988)*, Adjunct Lecturer in Education

Barnes, Brian G., M.A. (*University of Louisville, 1997*), Adjunct Lecturer in Philosophy

Barnes, Jeffry S., M.S. (*University of Louisville, 1994*), Adjunct Lecturer in Computer Science

Bartley, Brandon, M.S. *(University of Louisville, 2004)*, Adjunct Lecturer in Mathematics

Batman, Kevin J., M.S. *(University of Louisville, 2004)*, Adjunct Lecturer in Computer Science

Bauder, Susanna, M.B.A./M.S.S.F. *(IU Southeast, 2004/2007)*, Adjunct Lecturer in Business

Baugh-Bennett, Grace, M.M. (*University of Louisville, 1979*), Adjunct Lecturer in Music

Becka, Patrick, M.B.A. *(University of Louisville, 2002)*, Adjunct Lecturer in Business

Bickel, Phillip, M.A. *(Stephen F. Austin State University, 1998)*, Adjunct Lecturer in Speech

Bohannon, Helen J., B.M. *(Indiana University, 1982)*, Adjunct Lecturer in Music

Book, Lisa M., M.B.A. *(Indiana University, 1999)*, Adjunct Lecturer in Business

Boone, K. Paul, B.S. (*University of Louisville, 1990*), Adjunct Lecturer in Mathematics

Bosley, Paul A., M.S. *(Indiana University, 1997)*, Adjunct Lecturer in Mathematics

Bowman, John S., M.A. *(Texas A&M University, 2001)*, Adjunct Lecturer in English

Boyer, Erle B., A.B., (*University of Louisville, 1957*), Adjunct Lecturer in Mathematics

Boylan, Michael L., J.D. (*University of Louisville, 1978*), Adjunct Lecturer in Supervision

Bradshaw, Lela, M.A. *(University of Kentucky, 2003)*, Adjunct Lecturer in English

Breger, Douglas, Ph.D. *(National University of Health Sciences, 2001)*, Adjunct Lecturer in Allied Health Sciences

Bright, Christina M., M.P.A. *(University of Idaho, 1998)*, Adjunct Lecturer in Political Science

Brightwell, Robert S., M.B.A. *(Indiana University Southeast, 2001)*, Adjunct Lecturer in Finance

Brooks, James D., M.B.A. *(Bellarmine College, 1999)*, Adjunct Lecturer in Business

Brown, Christine A., D.M. *(Indiana University, 2000)*, Adjunct Lecturer in Music

Brown, Margaret L., M.A. *(Western Kentucky University, 2008)*, Adjunct Lecturer in English

Brown, Sharon L., M.M. *(University of Louisville, 1973)*, Adjunct Lecturer in Music

Bulleit, Deborah A., M.S. *(University of Louisville, 1993)*, Adjunct Lecturer in Computer Science

Burger, Terry D., Ph.D. *(Indiana State University, 2003)*, Adjunct Lecturer in Psychology

Burba, Christopher C., M.A. *(Western Kentucky University, 1991)*, Adjunct Lecturer in Education

Burt, Christopher S., B.G.S. *(Indiana University Southeast, 2006)*, Adjunct Lecturer in Health, Physical Education and Recreation

Caffee, Bradley, M.A. *(University of Louisville, 2003)*, Adjunct Lecturer in History

Calvert, Janet M., Ed.D. *(University of Louisville, 1996)*, Adjunct Lecturer in Education

Carl, Mark E., M.S. *(Indiana University Southeast, 2001)*, Adjunct Lecturer in Education

Carpenter, Craig J., M.S.S.W. *(University of Louisville, 2008)*, Adjunct Lecturer in Psychology

Carter, Bonita S., M.S. *(Indiana University, 1995)*, Adjunct Lecturer in Elementary Education

Casper, Meghan M., 2003 *(Northern Illinois University, 2008)*, Adjunct Lecturer in Music

Cato, Judy M., Ph.D. *(University of Virginia, 1990)*, Adjunct Assistant Professor of English and Religious Studies

Cedeno, Carmen, Ph.D. *(University of Nebraska—Lincoln, 2004)*, Adjunct Lecturer in Spanish

Chandler, Jennifer, M.S.N., R.N. *(University of Florida, 1988)*, Adjunct Lecturer in Nursing

Clark, Neyland G., Ed.D. *(Indiana University, 1984)*, Adjunct Lecturer in Education

Cofield, Joy A., M.M. *(Southern Methodist University, 1982)*, Adjunct Lecturer in Music

Conard, Patricia A., M.S. *(Indiana University, 1986)*, Adjunct Lecturer in Speech Communication

Cook, Russell P., M.S. *(Indiana University Southeast, 2000)*, Adjunct Lecturer in Education

Cornell, Neil J., M.A. *(University of Louisville, 2000)*, Adjunct Lecturer in Biology

Cowling, Ruth A., M.S. *(Indiana State University, 1973)*, Adjunct Lecturer in Fine Arts

Cox, Jason W., M.A.T. *(University of Louisville, 2004)*, Adjunct Lecturer in Biology

Cox, Jeffrey D., M.S. *(Indiana Wesleyan University, 2001)*, Adjunct Lecturer in English

Crumley, Biran, Ph.D. *(Texas A&M University, 2002)*, Adjunct Lecturer in History

Cumberledge, Melinda K., B.M. *(University of Kentucky, 1989)*, Adjunct Lecturer in Music

Cummins, Peggy A., M.A. (*University of Louisville, 1991*), Adjunct Lecturer in History

Curry, Paul F., J.D. (*University of Louisville, 1995*), Adjunct Lecturer in Music

Dallmann, David R., M.S. *(Indiana University Southeast, 1998)*, Adjunct Lecturer in Mathematics

Danner, Kathie G., M.F.A. *(Spalding University, 1977)*, Adjunct Lecturer in English

Darby, Lynn M., Ed.D. *(Indiana University, 1977)*, Adjunct Lecturer in English

DaSilva, Mario R., M.C.M. *(Southern Baptist Theological Seminary, 1989)*, Adjunct Lecturer in Music

Davis, Qudsia M., M.S. *(Indiana University, 1995)*, Adjunct Lecturer in Education and Health

Dawson, Kristi K., B.S. *(Indiana University, 2001)*, Adjunct Lecturer in Computer Science

Dawson, Susan H., M.A.T. (*University of Louisville, 1991*), Adjunct Lecturer in English

Dehn, J. Shannon, Ph.D. *(Purdue University, 1992)*, Adjunct Lecturer in English

Dickinson, J. Marcille, M.M. *(Indiana University, 1971)*, Adjunct Lecturer in Music

Diehl, Paul B., M.A. *(University of Louisville, 2001)*, Adjunct Lecturer in Mathematics

Domine, David J., M.A. (*University of Louisville, 1996*), Adjunct Lecturer in German

Edmonds, Allison R., M.S. *(Indiana University, 2000)*, Adjunct Lecturer in Allied Health Sciences

Emmert, Gail A., M.S. *(Indiana University Southeast, 1999)*, Adjunct Lecturer in Biology

Endris, Ronald E., M.A.T. *(Indiana University, 1972)*, Adjunct Lecturer in Geology

Everhart, Kathleen T., M.A. *(University of Louisville, 1988)*, Adjunct Lecturer in Fine Arts

Fant, Mary, M.A. *(Miami University—Oxford, 1973)*, Adjunct Lecturer in Sociology

Farrell, Deborah S., M.A. *(Ball State University, 1988)*, Adjunct Lecturer in Sociology

Farris, Nettie E., M.A. (*University of Louisville, 1990*), Adjunct Lecturer in English

Farris, Robin A., B.S. *(Tiffin University, 1979)*, Adjunct Lecturer in Health, Physical Education, and Recreation

Ferebee, Sara B., B.A. (*University of Louisville, 1990*), Adjunct Lecturer in Fine Arts

Finn, Heather D., M.S. *(Indiana University Southeast, 2006)*, Adjunct Lecturer in Education

Fitzgerald, Donald L., D.C. *(Logan College of Chiropractic, 1998)*, Adjunct Lecturer in Anatomy

Fitzharris, Mary Ann, M.A. *(Northern Illinois University, 1980)*, Adjunct Lecturer in English

Ford, Rebecca T., M.S. (*University of Louisville, 1989*), Adjunct Lecturer in Health, Physical Education, and Recreation

Fortin, Nicolas, M.M. *(McGill University, 2006)*, Adjunct Lecturer in Music

Fout, Timothy C., M.A. (*University of Louisville, 1984*), Adjunct Lecturer in Philosophy

Frank, Mary Louise, M.S. *(Indiana State University, 1975)*, Adjunct Lecturer in Music

Freiberger, Sandra C., M.L.S. *(Indiana University Southeast, 2001)*, Adjunct Lecturer in English.

Fuller, Roy D., Ph.D. *(Southern Baptist Theological Seminary, 1992)*, Adjunct Lecturer in Religious Studies

Gapsis, Gregory J., J.D. *(Tulane University School of Law, 1978)*, Adjunct Lecturer in Journalism

Getty, Lori M., M.M. *(University of North Carolina—Greensboro, 1989)*, Adjunct Lecturer in Music

Gierke, Sarah, M.Ed. *(University of Louisville, 2006)*, Adjunct Lecturer in Career Services

Gilliland, David J., M.S. *(Indiana Wesleyan University, 2004)*, Adjunct Lecturer in Supervision

Golding, Jane H., B.A. *(University of Louisville, 1970)*, Adjunct Lecturer in Humanities

Gordon, Marlene O., M.A.T. *(Spalding University, 1988)*, Adjunct Lecturer in Education

Griffin, JoAnn, M.A. *(University of Louisville, 2003)*, Adjunct Lecturer in English

Grizz, William J. Jr., M.B.A. *(Indiana Wesleyan University, 2005)*, Adjunct Lecturer in Health, Physical Education & Recreation

Grossman, Andrea M., M.M. *(Catholic University of America, 1973)*, Adjunct Lecturer in Music

Haertel, Timothy R., B.A. *(University of Louisville, 1982)*, Adjunct Lecturer in Music

Hamilton, Janet E., D.M. *(Indiana University, 1991)*, Adjunct Lecturer in Music

Hammond, Tiffany S., M.S. *(University of Louisville, 2006)*, Adjunct Lecturer in Health, Physical Education and Recreation

Handzel, Charlene T., M.S. *(Indiana University Southeast, 1980)*, Adjunct Lecturer in Education

Hanen, Donald L., M.S. *(Indiana University Southeast, 1997)*, Adjunct Lecturer in Computer Science

Hanna, Mindy L., B.S.N. *(Indiana University, 2005)*, Adjunct Lecturer in Nursing

Harmon, Randall N., M.F.A. *(University of Texas, 1994)*, Adjunct Lecturer in English

Harwood, Brandon, B.A. *(University of Louisville, 2005)*, Adjunct Lecturer in Philosophy

Hawkins, Lisa A., M.S. *(Indiana Wesleyan University, 2002)*, Adjunct Lecturer in Education

Heath, Dana L., B.S.N. *(Indiana University Southeast, 2007)*, Adjunct Lecturer in Nursing

Heath-Stiefel, Adrienne, M.F.A. *(Rutgers University, 2006)*, Adjunct Lecturer in Fine Arts

Henry, Richard B., M.Eng. (*University of Louisville, 1974*), Adjunct Lecturer in Chemistry and Physics

Hickerson, Teresa G., Ph.D. *(University of Kentucky, 1997)*, Adjunct Lecturer in Biology

Hilgeman, Sherri L., Ph.D. *(Indiana University, 1992)*, Adjunct Lecturer in Anthropology

Holladay, Roy L., M.Ed. *(Indiana Wesleyan University, 2000)*, Adjunct Lecturer in Biology

Hollis, Janet B., M.S.N. *(Indiana University-Purdue University at Indianapolis, 2004)*, Adjunct Lecturer in Nursing

Holman, Shirley A., M.Ed. (*University of Louisville, 1973*), Adjunct Lecturer in Elementary Education

Hook, Carolyn M., M.S. *(Indiana University, 1975)*, Adjunct Lecturer in Elementary Education

Hoskins, Dwight S., Ph.D. *(Ohio University, 1995)*, Adjunct Lecturer in Education

Hoskinson, Vicky L., M.Ed. (*University of Louisville, 1993*), Adjunct Lecturer in the College of Arts and Sciences

Hunt, Anita Ruth, M.M. *(University of Cincinnati, 1991)*, Adjunct Lecturer in Music

Hunt, Patricia G., M.A. *(Western Kentucky University, 1971)*, Adjunct Lecturer in Counselor Education

Hutson, Julianne, M.S. *(Indiana University, 1998)*, Adjunct Lecturer in Education

Irwin, Marilyn B., M.A. *(Vanderbilt University, 1966)*, Adjunct Lecturer in Mathematics

Jackson, Kristine N., B.S.N. *(Indiana University, 1999)*, Adjunct Lecturer in Nursing

James, Sheryl J., M.A.T. *(University of Louisville, 1976)*, Adjunct Lecturer in Biology

Jamner, Margaret, M.A. *(University of Louisville, 1988)*, Adjunct Lecturer in Music

Jarrett, Gary L., M.S.C. *(Murray State University, 1987)*, Adjunct Lecturer in SPEA

Jasper, Linda, M.A. *(University of Louisville, 1989)*, Adjunct Lecturer in Sociology

Johanningsmeier, Scott A., B.A. *(Indiana University Southeast, 2004)*, Adjunct Lecturer in Music

Johnson, Trevor, M.M. *(University of Hartford, 1995)*, Adjunct Lecturer in Music

Johnson, Jacqueline F., M.L.S. *(State University of New York at Buffalo, 1990)*, Adjunct Associate Professor of Library and Information Science

Johnston, Philip, M.S. *(University of Louisville, 1999)*, Adjunct Lecturer in Mathematics

Jones, Marilyn A., Ed.D. (*University of Louisville, 1990*), Adjunct Lecturer in English

Katz, Angela, M.A. *(University of Louisville, 1999)*, Adjunct Lecturer in Spanish

Kendrick, Hilda M., M.S. *(Indiana University, 1975)*, Adjunct Lecturer in Education

Kennedy, Susan E., Ph.D. *(University of Michigan, 2006)*, Adjunct Lecturer in Biology

Kennedy, Thomas V., J.D. *(University of Virginia, 1984)*, Adjunct Lecturer in Philosophy

Kessinger, Kelly L., M.A.T. *(University of Louisville, 2005)*, Adjunct Lecturer in Education

King, Mary A., M.A. *(University of Louisville, 1995)*, Adjunct Lecturer in Chemistry

Klaphaak, Kirk W., M.B.A. *(Indiana University, 1996)*, Adjunct Lecturer in Computer Science

Klemens, Richard L., Ed.S. *(Indiana University, 1981)*, Adjunct Lecturer in Education

Koehler, William C., M.A. *(Iowa State University—Ames, 1991)*, Adjunct Lecturer in Health, Physical Education, and Recreation

Koetter, Robert A., B.S. *(Illinois State University, 1980)*, Adjunct Lecturer in Fine Arts

Krall, Robert L., Ed.S. *(Indiana University, 1986)*, Adjunct Lecturer in Education

Krenke, Fred W., M.S. *(Indiana University, 1978)*, Adjunct Lecturer in Education

Krieger, Gregory H., B.S. *(Indiana University, 1999)*, Adjunct Lecturer in Business

Kuhn, Mark J., Ph.D. *(Southern Illinois University-Carbondale, 1997)*, Adjunct Lecturer in Philosophy

Landenwich, Laura, J.D. *(University of Louisville, 2007)*, Adjunct Lecturer in Music

Lane, Robert T., M.S. *(Indiana University, 1981)*, Adjunct Lecturer in Health, Physical Education, and Recreation

Langdon, Steven P., J.D. *(Indiana University, 1997)*, Adjunct Lecturer in Criminal Justice

Larson, Heather N., Ph.D. *(Indiana University, 2007)*, Adjunct Lecturer in Chemistry

Latham, Anne E., M.A. *(University of Louisville, 2004)*, Adjunct Lecturer in Spanish

Ledbetter, Ben D., B.S. *(The Citadel, 1971)*, Adjunct Lecturer in Health, Physical Education, and Recreation

Lemker, Bridget E., M.A. *(University of South Dakota, 1995)*, Adjunct Lecturer in Mathematics

Lemmon, Nelson W., M.S.S.W. *(University of Louisville, 1991)*, Adjunct Lecturer in Supervision

Lilly, Johnna J., M.A. *(Indiana University, 1988)*, Adjunct Lecturer in English

Lloyd, Donna F., M.B. *(University of Denver, 2002)*, Adjunct Lecturer in Business

Lopp, Donald M., M.A. *(Indiana University, 2001)*, Adjunct Lecturer in Political Science

Losey, David E., Ed.D. *(Nova University, 1987)*, Adjunct Lecturer in Education

Lovett, V. Troy, B.A. *(Western Kentucky University, 1969)*, Adjunct Lecturer in Mathematics

Lurding, Robyn R., J.D. *(University of Louisville, 2008)*, Adjunct Lecturer in Economics

Maiers-Tillquist, Martha L., M.A. *(University of Arizona, 1999)*, Adjunct Lecturer in Mathematics

Marsh, John A., M.S. *(Indiana University, 1977)*, Adjunct Lecturer in Education

Marx, R. Scott, M.A. *(Western Kentucky University, 1981)*, Adjunct Lecturer in Sociology

Masterson, Sean P., M.S. *(University of Louisville, 2005)*, Adjunct Lecturer in Chemistry

Mathis, Marilyn J., B.G.S. *(Gonzaga University, 1991)*, Adjunct Lecturer in Music

May, Thomas G., M.Div. *(Cincinnati Bible Seminary, 1997)*, Adjunct Lecturer in Speech

McCart, Andrew L., M.B.A. *(Indiana University Southeast, 2007)*, Adjunct Lecturer in Business.

McClure, Carol A., M.C.M. *(Southern Baptist Theological Seminary, 1977)*, Adjunct Lecturer in Music

McCormick, Kelly L., B.S.N. *(Purdue University, 2002)*, Adjunct Lecturer in Nursing

McCurdy, Gregory W., M.S. *(Indiana University Southeast, 1981)*, Adjunct Lecturer in Education

McDowell, David John, M.B.A. *(Indiana University, 2008)*, Adjunct Lecturer in Business

McMahel, Donald E., M.M. *(Indiana University, 1957)*, Adjunct Lecturer in Music

McNames, Michael J., M.S. *(Indiana University, 1996)*, Adjunct Lecturer in Education

Meadows, Becky L., M.A. *(University of Louisville, 2002)*, Adjunct Lecturer in Education

Meier, Rhosa F., B.S. *(University of Kentucky, 1974)*, Adjunct Lecturer in Education

Meyer, Leigh Ann, M.S. *(Indiana University, 1988)*, Adjunct Lecturer in English

Miles, Larry J., Ph.D. *(Purdue University, 1978)*, Adjunct Lecturer in Business

Miller, Montie C., Ph.D. *(University of Kentucky, 2007)*, Adjunct Lecturer in Chemistry

Milliner, Eric J., M.A. *(Western Kentucky University, 2001)*, Adjunct Lecturer in Economics

Mills-Knutsen, Joshua, M.A. *(Old Dominion University, 1997)*, Adjunct Lecturer in Philosophy

Moore, John S., M.M. *(Florida State University, 1978)*, Adjunct Lecturer in Music

Moore, Nanette, M.A.E. *(Western Kentucky University, 1980)*, Adjunct Lecturer in Music

Morgan, Jessica M., M.A. *(University of Indianapolis, 2005)*, Adjunct Lecturer in Biology

Morrissey, Sheryl L., M.S. *(Indiana University, 1976)*, Adjunct Lecturer in Education

Moss, Bryan L, B.A. *(Indiana University, 1966)*, Adjunct Lecturer in Journalism

Mull, Jeremy T., J.D. *(Indiana University, 1998)*, Adjunct Lecturer in Criminal Justice

Nauman, Steven E., M.S. *(Indiana University, 1999)*, Adjunct Lecturer in Education

Neafus, Kendra E., M.A. *(University of Louisville, 2004)*, Adjunct Lecturer in Spanish

Neely, Vicki L., M.M. *(Indiana University, 1974)*, Adjunct Lecturer in Education

Newcomer, Ronald, M.S. *(University of Kentucky, 2000)*, Adjunct Lecturer in Mathematics

Niemeier, Clifton, E., M.A. *(Webster University, 1988)*, Adjunct Lecturer in Computer Science

Niren, Ann G., M.M. *(Northwestern University, 1987)*, Adjunct Lecturer in Music

Oakes, Joseph D., M.S. *(Indiana University Southeast, 2008)*, Adjunct Lecturer in Mathematics

O'Brien, Jennifer S., M.S. *(Indiana University Southeast, 1999)*, Adjunct Lecturer in Education

Olsen, Karl P., M.M. *(Indiana University, 1998)*, Adjunct Lecturer in Music

Orr, Lisa A, M.S.S.W. *(University of Louisville, 2001)*, Adjunct Lecturer in Psychology and Sociology

Owusu-Ansah, Anthony, Ph.D. *(Ohio University, 2008)*, Adjunct Lecturer in Education

Page, Michele N., Ed.D. *(University of Cincinnati, 2002)*, Adjunct Lecturer in Education

Payne, Janet C., M.Ed. (*University of Louisville, 1967*), Adjunct Lecturer in Education

Payne, Timothy C., M.S. *(Indiana University, 1970)*, Adjunct Lecturer in Education

Peacock, Joseph W., M.A.T. *(John Carroll University, 1966)*, Adjunct Lecturer in English

Pecchioni, Frank, Ph.D. *(Indiana University, 1987)*, Adjunct Lecturer in Philosophy

Pennington, Stanley V., J.D. *(Indiana University, 1990)*, Adjunct Lecturer in the School of Public and Environmental Affairs

Petrysian, John, M.L.S. *(Indiana University, 2000)*, Adjunct Lecturer in Computer Science

Phillips, Paula N., M.B.A. *(Indiana University Southeast, 2001)*, Adjunct Lecturer in Business

Pilmer, Dru, M.F.A. (*University of Louisville, 1991*), Adjunct Lecturer in Theatre

Pittman, Susan D., M.B.A. *(University of Houston, 1986)*, Adjunct Lecturer in Business and Adjunct Lecturer in Organizational Leadership and Supervision

Potter, Gary A., M.S. *(Indiana University, 1982)*, Adjunct Lecturer in Geology

Prather, Mark C., B.A. *(Indiana University, 1989)*, Adjunct Lecturer in Computer Science

Preston, Marilyn R., M.B.A. *(Bellarmine College, 1989)*, Adjunct Lecturer in Supervision

Puckett, Michael G., M.S. *(Indiana University Southeast, 2001)*, Adjunct Lecturer in Allied Health

Raleigh, Elizabeth M., M.F.A. *(University of North Dakota, 1998)*, Adjunct Lecturer in Fine Arts

Rausch, Stephen D., M.B.A. *(Indiana University Southeast, 1996)*, Adjunct Lecturer in Business

Rea, Patrick S., M.S. *(Indiana University, 1974)*, Adjunct Lecturer in Geography

Read, Todd M., M.S. *(Indiana University Southeast, 2005)*, Adjunct Lecturer in Education

Reardon, George M., M.A. *(Webster University, 1989)*, Adjunct Lecturer in Computer Science

Rebilas, Richard P., M.M. *(Indiana University, 1984)*, Adjunct Lecturer in Music

Reigler, Susan H., M.A. *(Oxford University, 1988)*, Adjunct Lecturer in School of Public and Environmental Affairs

Reynolds, Bonnie K., Ph.D. *(University of Kansas, 1979)*, Adjunct Lecturer in Spanish

Richards, Melissa C., M.S. *(Indiana University, 1994)*, Adjunct Lecturer in Education

Rodgers, Jerry L., M.A. *(Southeast Louisiana State University, 1970)*, Adjunct Lecturer in English

Rogers, Bradford D., M.M. *(University of Louisville, 1989)*, Adjunct Lecturer in Music

Russell II, Robert D., M.A. *(Marshall University, 2000)*, Adjunct Lecturer in History

Ruth, Jonathan A., B.A. *(Indiana University Southeast, 1999)*, Adjunct Lecturer in Fine Arts

Ryall, William F., M.S. *(Indiana University, 1968)*, Adjunct Lecturer in Health, Physical Education, and Recreation

Sapienza, Philip K., M.A. *(University of South Florida, 2001)*, Adjunct Lecturer in Education

Schellenberg, Amy C., M.S. *(University of Dayton, 1990)*, Adjunct Lecturer in Education

Schlinsog, Michele S., M.A. *(Eastern Michigan University, 1998)*, Adjunct Lecturer in Career Services.

Schwartz, Ruth E., M.S. *(Indiana University Southeast, 1994)*, Adjunct Lecturer in Biology

Schweitzer, Deborah A., M.S. *(Indiana University, 2002)*, Adjunct Lecturer in Education

Scifres, Paul, M.S. *(Indiana University, 1966)*, Adjunct Lecturer in Mathematics

Shafi, Nadiya, M.D. *(Aga Khan University Medical College, 2002)*, Adjunct Lecturer in Pathology

Shannon, Rose M., M.S. *(Indiana University Southeast, 1996)*, Adjunct Lecturer in Career Services

Shields III, George W., Ph.D. *(University of Chicago, 1981)*, Adjunct Lecturer in Religious Studies

Smith, Christina D., M.A. *(University of Louisville, 2008)*, Adjunct Lecturer in Spanish

Smith, Wendi, M.S. *(Illinois State University, 1974)*, Adjunct Lecturer in Fine Arts

Snyder, Laura, Ph.D. *(University of Louisville, 2003)*, Adjunct Lecturer in English

South, T. Alan, J.D. *(University of Louisville, 1993)*, Adjunct Lecturer in Education

Spurlock, Deborah M., M.S. *(Indiana University, 2000)*, Adjunct Lecturer in Chemistry

Stanfield, Sayoko M., M.A. *(University of Louisville, 1980)*, Adjunct Lecturer in Japanese

Stewart, Jeremy T., M.S. *(Indiana University Southeast, 2007)*, Adjunct Lecturer in Mathematics

Stout, Megan L., B.M. *(Indiana University, 2002)*, Adjunct Lecturer in Music

Strauss, George F., Ed.S. *(Indiana University, 1985)*, Adjunct Lecturer in Education

Strietelmeier, Renee R., M.A. *(Columbia College, 2000)*, Adjunct Lecturer in Education

Suer, Justin M., M.B.A. *(Indiana University Southeast, 2002)*, Adjunct Lecturer in Business

Swartz, Brenda K., M.B.A. *(University of Louisville, 1981)*, Adjunct Lecturer in Economics

Swessel, Laura E., B.S. *(Massachusetts Institute of Technology, 1989)*, Adjunct Lecturer in Physics

Tate, Mark, M.M. *(Washington University, 1979)*, Adjunct Lecturer in Music

Totten, Nancy T., M.S. *(University of Kentucky, 1972)*, Adjunct Associate Professor of English

Traughber, David A., M.S. *(Indiana University, 1988)*, Adjunct Lecturer in Mathematics

Trent, Shelly T., M.P.A. *(Western Kentucky University, 1995)*, Adjunct Lecturer in Business

Trindade, Leila M., M.M. *(Florida International University, 2005)*, Adjunct Lecturer in Music

Troncin, Ashley, M.B.A. *(Indiana University Southeast, 2007)*, Adjunct Lecturer in Business

Tucker, Leasa S., M.S. *(Auburn University, 1987)*, Adjunct Lecturer in Psychology

Tucker, Marsha C., M.Ed. *(University of Louisville, 1995)*, Adjunct Lecturer in Supervision

Tuyishime Akayezu, Napoleon, B.A. *(National University of Rwanda, 1993)*, Adjunct Lecturer in French

Uechi, Naomi, M.A. *(Indiana University, 1998)*, Adjunct Lecturer in Japanese

Ulrich, Donna K., M.B.A. *(Bellarmine College, 1985)*, Adjunct Lecturer in Business

Urekew, Robert, Th.D. *(Sant' Anselmo Institute, 1980)* Adjunct Lecturer in Religious Studies

Vaughn, Mary A., M.A. *(University of Louisville, 2008)*, Adjunct Lecturer in Spanish

Vigar, Howard J., M.Ed. *(Indiana University, 1979)*, Adjunct Lecturer in Biology

Villiger, Martha A., M.S. *(Indiana University Southeast, 1985)*, Adjunct Lecturer in English

vonAllmen, Dion S., B.S. *(Indiana University, 1985)*, Adjunct Lecturer in Mathematics

Walker, Regina V., B.A. *(University of Louisville, 2006)*, Adjunct Lecturer in Health, Physical Education & Recreation

Wall, Gunter R., M.A. *(University of Utah, 1966)*, Adjunct Lecturer in Speech Communication

Wallace, Sharon F., M.S. *(Boston University, 1982)*, Adjunct Lecturer in Sociology

Walsh, Robert W., M.Ed. *(University of Louisville, 1976)*, Adjunct Lecturer in Computer Science

Walton, Tobin N., M.A. *(University of Louisville, 2006)*, Adjunct Lecturer in Sociology

Wayne, Joseph E., Ed.D. *(Indiana University, 1977)*, Adjunct Lecturer in Health, Physical Education, and Recreation

White, Rebecca A., M.A. *(University of Kentucky, 1999)*, Adjunct Lecturer in Spanish

White, Sarah A., M.F.A. *(George Mason University, 2007)*, Adjunct Lecturer in English

Wild, Alan K., M.S. *(Ohio University, 1990)*, Adjunct Lecturer in Journalism

Wiles, Thomas S., M.S. *(University of Louisville, 1990)*, Adjunct Lecturer in Biology

Wilson, Linda L., M.A. *(Ball State University, 1974)*, Adjunct Lecturer in Education

Winston, Shannon N., M.A. *(Appalachian State University, 1998)*, Adjunct Lecturer in English

Wisner, Wes R., M.S. *(Indiana University, 2005)*, Adjunct Lecturer in Education

Wood, Anne Brandon, M.A. *(Spalding University, 1991)*, Adjunct Lecturer in Psychology

Wood, Maurice L., M.A. *(Indiana University, 1975)*, Adjunct Lecturer in Geography

Wynn, William W., M.A. *(University of Louisville, 1992)*, Adjunct Lecturer in English

Yankey, Stacey R., Ph.D. *(University of Louisville, 1999)*, Adjunct Lecturer in Mathematics

Young, Sandra K., M.S. *(Indiana University, 1975)*, Adjunct Lecturer in Speech

Zausch, Jo F., Ed.D. *(Spalding University, 1996)*, Adjunct Lecturer in English

Campus Guide

Academic Advising Students without declared majors and/or with fewer than 26 credit hours (except Purdue Programs), and Academic Success Center Adults: Academic Success Center, Library 006

Students with declared majors, see appropriate unit below:

Arts and Letters, Knobview Hall 110M

Business, Hillside Hall 214

Education, Hillside Hall 0020

Natural Sciences, Life Sciences Building 258

Nursing, Life Sciences Building 276

Purdue Programs, Physical Sciences Building 020

Social Sciences, Crestview Hall 140

Transient, visiting, special graduate, and high school students should contact the Office of Admission to be directed to the appropriate advising office

Accounting Services/Bursar Collection of student fees, Accounts Payable, University Center South 100

Admissions, Office of University Center 100

Adult Student Center Programs and Services, University Center South 206

Alumni Affairs Office University Center South 151

Athletics Schedules and general information, intramurals, Athletic Office, Activities Building

Audio Visual Aids IT Media and Web Services Knobview Hall 014

Bookstore Books and supplies, University Center South 007

Bulletin Boards, Kiosks, and Posters Regulations pertaining to use, Campus Life, University Center 101

Campus Life Clubs and organizations (listings sponsors, budget information, etc.), public events, volunteer services, Campus Life, University Center South 010

Career Services University Center South 008

Center for Mentoring University Center South 205

Chancellor University Center South 156

Children's Center Care for children of IU Southeast students and employees, Children's Center

Continuing Studies Credit and noncredit programs, Knobview Hall 225

Counseling

Career: Career Services, University Center South 008

Financial: Financial Aid, University Center South 105

Personal: Personal Counseling Service, University Center South 201

Disability Services University Center South 207

Emergency and Police Service University Police, University Center 027

Financial Aid Office, University Center South 105, Work-study, grants, student loans, and scholarships

First Aid University Police, University Center 027

Grade Reports Registrar, University Center South 100

ID Cards (U Card) Bursars Office, University Center 007

Information Information Desk, University Center 101

Information Technology

Media and Web Services, Knobview Hall 014

Support and Communications, University Center South 212

Systems and Operations, Crestview Hall 030

Language Lab Knobview Hall 204

Library Library Building

Lost and Found University Police, University Center 027

Mathematics Lab Life Science Building 009

Metroversity Information Registrar, University Center South 100

Notary Service Human Resources, University Center South 002

Parking Permits University Police, University Center 027

Payments and Refunds Accounting Services/Bursar, University Center South 100

Personal Counseling Service University Center South 201

Photocopying Library, Library Building

Police University Police, University Center 027

Publications Bulletins, class schedules, brochures, directories, etc., Information Desk, University Center 101

Records Grades, insurance certification for students in good standing, name and address changes, transcripts, etc., Registrar, University Center South 100

Registrar University Center South 100

Residence Life and Housing Meadow Lodge

Room Reservations Dining and Conference Services, University Center

Schedule Changes Drop and add, withdrawal forms, Registrar, University Center South 100

Student Development Center Placement testing, tutoring, Knobview Hall 233

Student Employment Career Services University Center South 106

SGA Senators University Center 012

Student Government Association University Center South 001Q

Student Health Insurance Information Information Desk, University Center South

Student Newspaper Horizon, University Center South

Ticket Sales Information Desk, University Center 101; Ogle Center, OG 147; Athletics, Activities Building

Veterans Information Veterans Affairs, Office of the Registrar, University Center South 100

Vice Chancellor for Academic Affairs University Center South 152

Vice Chancellor for Administrative Affairs University Center South 156

Vice Chancellor for Student Affairs University Center South 155

Vice Chancellor for Information Technology and Community Engagement University Center South 155

Writing Center Knobview Hall 208

Alphabetical Listing of Courses by Department

Key: R: Recommended; P: Prerequisite; C: Corequisite

Aerospace Studies (AERO) — Reserve Officers Training Program

(*Note:* These courses are taken at the University of Louisville, using that institution's courses numbers and descriptions, but the courses will appear on the student's transcript with the IU numbers.)

AERO-A 101-A 102 Foundations of the U.S. Air Force I-II (1 lecture) C: A 151-A 152. Organizational structure of the Air Force and its customs, courtesies, and professional appearance. Air Force core values and the concepts of professionalism and officership as they apply to the military along with the opportunities and benefits available to an Air Force officer. Fall sem., spring sem.

AERO-A 151-A 152 Air Force ROTC Leadership Laboratory (2 lab.) Training in Air Force customs and courtesies, drill and ceremonies, instructing other cadets, and the environment of an Air Force officer. Fall sem., spring sem.

AERO-A 201-A 202 Evolution of U.S. Air Power I-II (1 lecture) C: A 251-A 252. Examination of general aspects of air and space power through an historical perspective, from the first balloons and dirigibles to the space-age global positioning systems of the Persian Gulf War. This course provides students with a knowledge-level understanding for the general element and employment of air and space power. Fall sem., spring sem.

AERO-A 251-A 252 Air Force ROTC Leadership Laboratory (2 lab.) Training in Air Force customs and courtesies, drill and ceremonies, instructing other cadets, and the environment of an Air Force officer. Fall sem., spring sem.

AERO-A 311-A 312 Air Force Leadership Studies I-II (3 lecture) P: Departmental approval. C: A 351-A 352. A study of leadership and management fundamentals, professional knowledge, Air Force doctrine, leadership ethics, problem-solving tools and techniques, and the communicative skills required to manage in an Air Force milieu. Fall sem., spring sem.

AERO-A 351-A 352 Air Force ROTC Leadership Laboratory (3 lab.) Instruct 100- and 200-level cadets in Air Force customs and courtesies, drill and ceremonies, and developing advanced leadership skills. Fall sem., spring sem.

AERO-A 411-A 412 National Security Affairs I-II (3 lecture) P: Departmental approval. C: A 451-A 452. The concept of the armed forces as an integral element of society, with emphasis on the broad range of American civil-military relations and the environmental context in which U.S. defense policy is formulated and implemented. Fall sem., spring sem.

AERO-A 451-A 452 Air Force ROTC Leadership Laboratory (3 lab.) Instruct 100- and 200-level cadets in Air Force customs and courtesies, drill and ceremonies, and developing advanced leadership skills. Fall sem., spring sem.

Afro-American Studies (AFRO) — School of Arts and Letters

AFRO-A 169 Introduction to African American Literature (3 cr.) Introduction to the African American literary tradition from the 1600s to the present.

AFRO-A 249 African American Autobiography (3 cr.) A survey of autobiographies written by black Americans in the last two centuries.

AFRO-A 379 Early Black American Writing (3 cr.) An exploration of African American literature from its beginnings until the mid- to late-1800s.

AFRO-A 380 Contemporary Black American Writing (3 cr.) Study of texts (autobiography, memoir, fiction, poetry, drama, essay) written/published by contemporary African Americans authors.

AFRO-A 480 The Black Novel (3 cr.) Study of the development of the African American novel from the Harlem Renaissance to the present

Allied Health (AHLT) — School of Natural Sciences

AHLT-C 150 Body Structure and Function (3 cr.) Introduction to the basic structures and functions of the human body; fundamental anatomic terminology; relationships of clinical laboratory to diagnosis.

AHLT-M 102 Clinical Experience I (2-4 cr.) P: AHLT-M 109. Clinical assessment in systems and processes for collecting, maintaining, and disseminating health-related information; development of professional attitude for interacting with consumers and other professions in the health care industry.

AHLT-M 109 Medical Transcription/Word Processing (2 cr.) P: AHLT-M 195, CSCI-C 106. C: ENG-W 131. Practice in transcription and word processing of medical reports and correspondence related to the medical record. Emphasis on understanding, speed, and skills in use of transcription, dictation, and word processing equipment.

AHLT-M 190 Coding I (3 cr.) P: AHLT-M 195. The study of ICD-9-CM coding and classifications principles; and CPT coding principles as used in acute ambulatory and long-term care facilities.

AHLT-M 191 Coding II (3 cr.) P: AHLT-M 190. Advanced principles of the ICD-9-CM classification system; optimization; DRG's sequencing, reimbursement; application of CPT coding principles in acute and ambulatory settings.

AHLT-M 195 Medical Terminology (3 cr.) The study of the language of medicine, including word construction, definitions, spelling, and abbreviations; emphasis on speaking, reading, and writing skills.

AHLT-R 200 Pathology (3 cr.) P: A biology course. A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems.

Anatomy (ANAT) — School of Natural Sciences

ANAT-A 215 Basic Human Anatomy (5 cr.) Structure of cells, tissues, organs, and systems and their relationship to function. (Lab fee required.)

ANAT-A 464 Human Tissue Biology (5 cr.) P: BIOL-L 317 or ZOOL-Z 317 and Z 318 or consent of instructor. Microscopic structure of mammalian (with emphasis on human) tissues and organs. (Lab fee required.)

Anthropology (ANTH) — School of Social Sciences

ANTH-A 105 Human Origins and Prehistory (3 cr.) Human biological evolution and prehistory from the earliest archaeological record through the rise of civilization. Credit given for only one of the following: A 102, A 105, or A 303.

ANTH-E 105 Culture and Society (3 cr.) Introduction to the comparative study of contemporary human cultures and social processes that influence behavior. Not sequential with A 105. Credit given for only one of the following: A 104, A 304, E 105, or E 303.

ANTH-E 320 Indians of North America (3 cr.) P: E 105, E 200, E 303, or E 305. Ethnographic survey of cultural areas from the Arctic to Panama, plus cross-cultural analysis of interrelations of culture, geographical environment, and language families.

ANTH-P 200 Introduction to Prehistoric Archaeology (3 cr.) Introduction to archaeology and world prehistory. Concentrates on the history, methods, and theory of American anthropological archaeology and is designed to answer some of the basic questions that many people have about world prehistory. No prerequisite required.

ANTH-P 361 Prehistory of the Midwestern U.S. (3 cr.) Survey of the prehistory of midcontinental North America, beginning with humans' entry into the New World and concluding with the European invasion. Covering the major cultural periods defined for Eastern Woodlands prehistory—Paleo-Indian, Archaic, Woodland, and Mississippian—as well as the sociocultural attributes by which each is defined. No prerequisite required.

Astronomy (AST) — School of Natural Sciences

AST-A 100 The Solar System (3 cr.) Celestial sphere and constellations, measurement of time, astronomical instruments, Earth as a planet, moons, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system. Spring sem. and odd-year summers.

AST-A 105 Stellar Astronomy (3 cr.) The sun as a star, physical properties of stars, principles of spectroscopy as applied to astronomy, double stars, variable stars, star clusters, gaseous nebulae, stellar motions and distribution, Milky Way system, expanding universe, cosmic time scale. Fall sem. and even-year summers.

AST-A 150 Introductory Astronomy Lab (1 cr.) P: A 100 or A 105 or concurrent registration in either course. ***Note:*** This course may not be used to fulfill the B.A. degree distribution requirement of a laboratory science. The observation of selected celestial objects using astronomical binoculars and telescopes. Astronomical data will be gathered and plotted by the student using auxiliary equipment installed on the telescopes. May be repeated (not to exceed a total of 3 credit hours) with consent of instructor.

AST-A 151 Introductory Astronomy Research Lab (2 cr.) P: A 100 or A 105 or concurrent registration in either course. ***Note:*** This course may be used to fulfill the B.A. distribution requirement of a laboratory science. Research projects include gathering and measuring data obtained from planets, variable stars, and deep-sky objects. Measurements made using optical telescopes, cameras, photoelectric photometer, charge-coupled device, and radio telescope. Also, simple problem-solving exercises in stellar and planetary astronomy. Fall sem.

AST-A 200 Introduction to Cosmology (3 cr.) P: MATH-M 117 or higher; AST-A 100 or AST-A 105 and/or PHYS-P 201 are recommended. Historical and philosophical development of our physical picture of the Universe, evolution of galaxies, origin of the elements, cosmic distance scale, development of large scale structure, and the earliest stages of the Big Bang.

Biology (BIOL) — School of Natural Sciences

BIOL-E 111 Basic Biology by Examination I (3 cr.) Credit by examination for demonstrating an understanding of basic facts and concepts of the lecture content of L 101. Credit not given for both L 101 and E 111.

BIOL-E 112 Basic Biology by Examination II (3 cr.) Credit by examination for demonstrating an understanding of basic facts and concepts of the lecture content of L 102. Credit not given for both L 102 and E 112.

BIOL-K 312 Immunology (3 cr.) P: MICR-M 310 or consent of instructor. C: BIOL-K 313. An examination of molecular and cellular immunology, abnormal immune responses, and immunology reactions used in diagnosis.

BIOL-K 313 Immunology Laboratory (2 cr.) C: BIOL-K 312. Experimental examination of the immune response. Use of the antigen-antibody reaction for diagnostic purposes. (Lab fee required.)

BIOL-L 100 Humans and the Biological World (5 cr.) Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special reference to human beings. This course will not count toward a biology degree. (Lab fee required.)

BIOL-L 100 Humans and the Biological World (3 cr.). Principles of biological organization, from molecules through cells and organisms to populations. Emphasis on processes common to all organisms, with special reference to human beings. This course will not count toward a biology degree.

BIOL-L 101 Introduction to Biological Sciences I (5 cr.) P: One year of high school chemistry or one semester of college chemistry. Lecture and laboratory. Fundamental principles of biology for students considering a

biology major or students with high school science background. Principles of biochemistry, cell biology, genetics, developmental biology, animal morphology, and physiology. (Lab fee required.)

BIOL-L 102 Introduction to Biological Sciences II (5 cr.) P: One year of high school chemistry or one semester of college chemistry. Lecture and laboratory. Fundamental principles of biology for students considering a biology major or students with high school science background. Principles of evolution, systematics, diversity and ecology, and plant biology. (Lab fee required.)

BIOL-L 113 Biology Laboratory (3 cr.) P: E 111, E 112. Laboratory experiments in various aspects of biology with focus on investigative logic and methods. Introduces aspects of cell biology, genetics, and evolutionary biology.

BIOL-L 211 Molecular Biology (3 cr.) P: L 101, L 102. Structure and function of DNA and RNA. DNA replication, mechanisms of mutation, repair, recombination, and transposition. Mechanisms and regulation of gene expression. The genetic code, transcription, and translation. Introduces bacteriophages, plasmids, and the technology of recombinant DNA.

BIOL-L 303 Field Biology (3 cr.) R: One semester of biology. A summer or intensive course designed to acquaint the student with natural biological interactions in the environment. The course consists of a period of field study in an area remote from the local campus. Orientation before and following course. May be repeated once for credit.

BIOL-L 304 Marine Biology (3 cr.) R: One biology course. An introductory course for majors and nonmajors involving the study of principles, concepts, and techniques of marine and estuarine biology.

BIOL-L 311 Genetics (3 cr.) P: L 101, L 102, L 211. Concurrent: L 319. Lecture course on the principles of heredity at the molecular, cellular, individual, and population levels. Credit given for one of L 311 or K 322.

BIOL-L 312 Cell Biology (3 cr.) P: L 102, L 211, L 311, L 319. Current views of the structure and function of cellular organelles and components, with emphasis on the flow of information through the cell, the metabolism that supports cellular functions, and differences among different specialized cells. Current techniques will be stressed.

BIOL-L 313 Cell Biology Laboratory (3 cr.) C: L 312. Theory and techniques of experimental cell physiology.

BIOL-L 317 Developmental Biology (3 cr.) P: L 101, L 102. C: Z 318. Analysis of developmental processes that lead to the construction of whole organisms from single cells. Includes the principles of embryology and analysis of mutations affecting development. Credit given for one of L 317 or Z 317.

BIOL-L 318 Evolution (5 cr.) P: L 101, L 102, L 211. Provides an exploration of the theory of evolution—the conceptual core of biology. Topics include origins and history of life; the interplay of heredity and environment in shaping adaptations; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods for inferring evolutionary relationships among organisms. (Lab fee required.)

BIOL-L 319 Genetics Laboratory (3 cr.) C: L 312. Experimentation demonstrating fundamental genetics mechanisms. Credit given for one of L 311 or K 323. (Lab fee required.)

BIOL-L 323 Molecular Biology Laboratory (3 cr.) P: L 211. Manipulation and analysis of genes and genomes. Gene cloning and library screening. Gene amplification and disease diagnosis. Gene mapping and southern blot analysis of complex genome structure.

BIOL-L 341 Natural History of Coral Reefs (GEOL-G 341, SPEA-E 400) (3cr.) P: A 100-level biology course. Introduction to principles of biology, ecology, and geology as applied to coral reef ecosystems.

BIOL-L 350 Environmental Biology (3 cr.) P: Junior or senior standing. Interactions of human beings with other elements of the biosphere with emphasis on population, community, and ecosystem levels of ecology. Does not count toward the ecology requirement for biology majors.

BIOL-L 403 Biology Seminar (1 cr.) P: Junior or senior standing and consent of instructor. Individual presentation of topics of current importance. (May be repeated for credit.)

BIOL-L 433 Tropical Biology (3 cr.) Field study topics include plants and animals, their ecology and interactions in rain forests, and the marine/land interface. Projects on particular aspects of areas visited and a detailed field notebook are required.

BIOL-L 440 Introduction to Biotechnology (3 cr.) P: L 311 and L 312. Will cover topics central to biotechnology and the biotechnological industry including industrial organisms, recombinant DNA techniques, protein isolation

and assay, genetic and molecular identification of therapeutic targets, intellectual property, biotechnology companies, and regulatory issues.

BIOL-L 452 Capstone in Biology (2 cr.) P: Biology majors with senior standing. An integrative experience for biology majors.

BIOL-L 465 Advanced Field Biology (3 cr.) R: L 473 or equivalent and consent of instructor. Lectures and two to three weeks of fieldwork on various problems of ecosystem structure. May be repeated once for credit.

BIOL-L 473 Ecology (3 cr.) P: L 101, L 102, required organismal diversity elective. C: BIOL-L 474. Distribution and abundance of animals and plants; interactions of organism and environment at levels of individual, population, and community from functional point of view. Not open to students with credit in S 309. Fall sem.

BIOL-L 474 Laboratory in Ecology (2 cr.) P or concurrent: BIOL-L 473 or MICR-M 420, or consent of instructor. R: PLSC-B 203, PLSC-B 364 or ZOOL-Z 373, ZOOL-Z 374. Introduction to research in ecology. Field and laboratory techniques in study of distribution and abundance of organisms. (Lab fee required.) Fall sem.

BIOL-L 490 Individual Study (cr. arr.; 12 cr. max.) P: Written consent of biology faculty member.

BIOL-L 498 Internship in Professional Practice (1-6 cr.) Provides an opportunity for students to receive credit for selected career-related work. Evaluation by employer and faculty sponsor on S/F basis.

BIOL-L 499 Internship in Biology Instruction (3 cr.) P: Consent of instructor. An internship for biology majors desiring college teaching experience. Students will be provided training in lecture-laboratory presentations. Each student will present lectures and laboratories that will be videotaped for subsequent analysis and follow-up suggestions for improvement.

Business (BUS) School of Business

BUS-A 201 Introduction to Financial Accounting (3 cr.) P: 12 credit hours and a GPA of at least 2.0. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions. Fall sem., spring sem., summer.

BUS-A 202 Introduction to Managerial Accounting (3 cr.) P: A 201. Concepts and issues of management accounting, budgeting, cost determination and analysis. Fall sem., spring sem., summer.

BUS-A 310 Management Decisions and Financial Reporting (3 cr.) P: A 202, F 301. This course will give finance and other non-accounting majors insight into financial reporting topics from a management perspective. The emphasis is more on analysis and interpretation rather than on the detailed mechanics and procedures of accounting. A 310 provides an understanding of how financial statements reflect management decisions in the activity areas of financing, investing, and operating decisions. While the course may meet the requirements for accounting credit to sit for the CPA exam, it will not meet the requirement for the accounting credits for an IU Southeast accounting degree. Fall sem., spring sem.

BUS-A 311 Intermediate Accounting I (3 cr.) P: A 202, P or C: A 337. Theory of asset valuation and income measurement. Principles underlying published financial statements. Fall sem., spring sem., summer.

BUS-A 312 Intermediate Accounting II (3 cr.) P: A 311. Application of intermediate accounting theory to problems of accounting for economic activities. Fall sem., spring sem.

BUS-A 325 Cost Accounting (3 cr.) P: A 202. Conceptual and technical aspects of management and cost accounting; product costing, cost control over projects and products; profit planning. Spring sem., summer.

BUS-A 328 Taxation of Individuals (3 cr.) P: A 201. Internal Revenue Code and Regulations. Emphasis on income, exclusions from income, deductions, and credits. Use of tax forms in practical problem situations. Fall sem., spring sem.

BUS-A 337 Computer-Based Accounting Systems (3 cr.) P: A 201, K 201. Impact of modern computer systems on analysis and design of accounting information systems. Discussion of tools of systems analysis, computer-based systems, and internal controls and applications; microcomputer orientation. Spring sem., fall sem.

BUS-A 339 Advanced Taxation (3 cr.) P: A 328. Internal Revenue Code and Regulations; formation and liquidation of corporations, partnerships, estates, and trusts. Spring sem., summer.

BUS-A 413 Governmental and Not-for-Profit Accounting (3 cr.) P: A 311. Financial management and accounting for nonprofit seeking entities; state, municipal, and federal governments; schools, hospitals, and philanthropic entities. Includes study of GAAP for these entities promulgated by the FASB and GASB. Fall sem.

BUS-A 422 Advanced Financial Accounting I (3 cr.) P: A 311. A 422 continues the discussion of generally accepted accounting principles, applied to international operations, business combinations, consolidations, and partnerships. The course prepares accountants for practice in a global financial reporting environment. Every two years in spring sem.

BUS-A 424 Auditing (3 cr.) P or C: A 312. Provides an understanding of the audit environment and public expectations of an audit, risk analysis in conducting the audit, internal control, and the quality control procedures of public accounting organizations. The course also includes coverage of the code of professional conduct, the legal liabilities of CPAs, the auditing and attestation standards, statistical sampling in auditing, audit of operation cycles in a computerized environment, and the auditor's report. Fall sem., spring sem.

BUS-A 490 Independent Study in Accounting (cr. arr.) P: Consent of instructor. Students choose one of two options in completing this course: (1) Supervised individual study and research work. Students will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. (2) Supervised internship, application filed through Career Services and Placement Office; provides work experience in cooperating firms or agencies. Reporting requirements will be established by instructor. Pass/Fail grade only for internships.

BUS-D 300 International Business Administration (3 cr.) P: ECON-E 200 and junior standing. Foreign environment for overseas operations; U.S. government policies and programs for international business; international economic policies; and management decisions and their implementation in international marketing, management, and finance. Fall sem., spring sem.

BUS-D 490 Independent Study in International Business (cr. arr.) P: Consent of instructor. Students choose two options in completing this course: a supervised internship experience (application filed through Career Services and Placement) or individual study or research work. Reporting requirements will be established by the instructor. Pass/Fail grades only for internships.

BUS-F 260 Personal Finance (3 cr.) Financial problems encountered in managing individual affairs; family budgeting, use of credit, insurance, home ownership, investing in securities, retirement and estate planning. Fall sem., spring sem.

BUS-F 301 Financial Management (3 cr.) P: CSCI-C 106, ECON-E 100, BUS-A 202, and at least 45 credit hours completed. Corporate finance emphasizing investment, dividend, and financing decisions. Topics include analysis of financial statements, risk and rates of return, discounted cash flow analysis, stock and bond valuation, capital budgeting, cost of capital, capital structure, dividend policy, short-term financial management. Fall sem., spring sem., summer. ***Note:*** Students currently in the Academic Success Center cannot register for this course.

BUS-F 302 Financial Decision Making (3 cr.) P: BUS-F 301 and ECON-E 280. Application of financial theory and techniques of analysis in the search for optimal solutions to financial management problems. Fall sem., spring sem.

BUS-F 420 Equity and Fixed Income Investments (3 cr.) P: BUS-F 301 and ECON-E 200. Individual investment policy and strategy, security analysis and portfolio management, investment performance, measurement tools, basic and derivative securities used in the investment process, survey of ethics in the investment profession, and experience in trading practices through simulation. Fall sem., spring sem.

BUS-F 446 Bank and Financial Intermediation (3 cr.) P: F 301. Management policies and decisions including asset, liability, and capital management within the legal, competitive, and economic environment. Fall sem.

BUS-F 490 Independent Study in Finance (cr. arr.) P: Consent of instructor. Students choose one of two options in completing this course: (1) Supervised individual study and research work. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. (2) Supervised internship, application filed through Career Services and Placement Office; provides work experience in cooperating firms or agencies. Both options require written report. Pass/Fail grade only for internships.

BUS-F 494 International Financial Management (3 cr.) P: F 301. Financial management of foreign operations of the firm. Financial constraints of the international environment and their effect on standard concepts of financial

management. Study of international currency flows, forward cover, and international banking practices. Fall sem., spring sem.

BUS-G 300 Intermediate Microeconomic Theory (3 cr.) P: E 100-E 200. Consumer and producer theory; pricing under conditions of competition and monopoly; allocation and pricing of resources; partial and general equilibrium theory and welfare economics. Fall sem.

BUS-G 330 Urban Economics (3 cr.) P: E 100-E 200. Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of urban problems; urban growth and structure, poverty, housing, transportation, and public provision of urban services. Fall sem.

BUS-G 345 Money and Banking (3 cr.) P: E 100-E 200. Monetary and banking system of the United States; problems of money and prices, of proper organization and functioning of commercial banking and Federal Reserve systems, of monetary standards, and of credit control; recent monetary and banking trends. Spring sem., summer.

BUS-G 409 Intermediate Macroeconomic Theory (3 cr.) P: E 100-E 200. Theory of income, employment and the price level. Study of counter-cyclical and other public policy measures. National income accounting. Spring sem.

BUS-J 401 Administrative Policy (3 cr.) P: Graduating Senior, F 301, K 321, M 301, P 301, and Z 302. Administration of business organizations; strategy formulation, organization, methods, and executive control. Should be taken in final semester. Fall sem., spring sem., summer. Authorization required.

BUS-J 490 Independent Study in Personnel Management and Organizational Behavior (cr. arr.) P: Consent of instructor. Written report required.

BUS-K 201 The Computer in Business (3 cr.) P: CSCI-C 106 or equivalent and either BUS-A 201 or ECON-E 100. Introduction to the role of computers and other information technologies in business. Provides instruction in both functional and conceptual computer literacy. Conceptual computer literacy is the focus of the weekly lecture. After introducing the basic concepts of computer use, these lectures devote special attention to current technological innovation in social and business environments. Topics include technology and organizational change, telecommunications, privacy in the information age, and business security on the Internet. Functional computer literacy includes use of a spreadsheet (Excel), a relational database (Access), and electronic communications software (e-mail and WWW browsers), as well as the applications of these skills to solve a variety of business problems. Fall sem., spring sem., summer.

BUS-K 321 Management Information Systems (3 cr.) P: BUS-K 201, ECON-E 280 and at least 45 credit hours completed. Introduction to Management Information Systems (MIS), including the key building blocks of information systems, namely, hardware, software, telecommunications including the Internet/intranet/extranet, and databases and DBMS. The focus of this course is on using and managing information technologies to derive business value. Fall sem., spring sem., summer. ***Note:*** Students currently in the Academic Success Center cannot register for this course.

BUS-K 330 Contemporary Topics in Information Technology (3 cr.) P: K 321. Focuses on key information technology issues that exist in the business world that must be managed, dealt with, and resolved. Such issues include running IS like a business, technology leadership and partnership, outsourcing, IS resources and staffing, client server systems management, telecommunications, and the IT infrastructure to support business initiatives. Spring sem.

BUS-K 335 Information Systems Analysis and Design (3 cr.) P: K 321. In-depth treatment of the theory and practice of management information systems including information requirements analysis, design methodology, and system implementation considerations. Fall sem.

BUS-K 400 Information for Operating Control and Data Management (3 cr.) P: K 335. Introduces students to the issues related to designing and using database management systems. Students learn how to design and construct a database that has real-life application through hands-on experience. Students gain an understanding of the many roles that database management systems can play in managing information in organizations. Spring sem.

BUS-L 201 Legal Environment of Business (3 cr.) Examines the nature and functions of law as related to business. Specific areas covered include contracts, tort, corporate employment, international, product liability, property, securities, and antitrust. Fall sem., spring sem., summer.

BUS-L 303 Commercial Law II (3 cr.) P: L 201. Law of real and personal property. Legal problems encountered in marketing goods, including sale of goods, securing credit granted, nature and use of negotiable instruments. Fall sem., spring sem.

BUS-M 300 Introduction to Marketing (3 cr.) Examination of the U.S. market economy and marketing institutions. Decision making and planning from a manager's point of view; impact of marketing actions from a consumer's point of view. ***Note:*** No credit toward a degree in business. This class is for non-business majors only.

BUS-M 301 Introduction to Marketing Management (3 cr.) P: ECON-E 200 and at least 45 credit hours completed. Overview of marketing for all undergraduates. Marketing planning and decision making examined from firm's point of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing system viewed in terms of both public and private policy in a pluralistic society. Fall sem., spring sem., summer. ***Note:*** Students currently in the Academic Success Center cannot register for this course.

BUS-M 303 Marketing Research (3 cr.) P: BUS-M 301 and ECON-E 280. Focuses on the role of research in marketing decision making. Topics include research ethics, problem formulation, research design, data collection procedures, design of data collection forms, sampling issues, data analysis, and the interpretation of results. Fall sem., spring sem.

BUS-M 330 Personal Persuasion Strategy and Customer Relations Management (3 cr.) P: M 301 (BUS majors), M 300 (Non-business majors). This course is designed to provide insights into the sales profession by examining the role of persuasive communication and customer relationship management behaviors, principles, strategies, and actions. It will provide students an opportunity to plan, practice, and review those verbal behaviors associated with sales call success in order to persuade others to think differently regarding ideas, opinions, products, and services. Spring sem., fall sem.

BUS-M 405 Buyer Behavior (3 cr.) P: M 301 and Jr. standing. Buyer behavior relevant to marketing decisions. Logic of marketing segmentation, recognizing customer heterogeneity. Buyer behavior analyzed in terms of decision making process and models of individual and aggregate behavior. Specific attention given to consumer behavior in retail markets and to procurement behavior in industrial markets. Fall sem., spring sem.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: M 301 (BUS majors), M 300 (Non-BUS majors). Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures. Fall sem., spring sem.

BUS-M 450 Marketing Strategy and Policy (3 cr.) P: M 303 and M 405. Ideally taken in student's final semester. Capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design and application of analytical tools for marketing and decision making. Fall sem., spring sem.

BUS-M 490 Special Studies in Marketing (cr. arr.) P: Consent of instructor. Supervised individual study and research work.

BUS-P 301 Operations Management (3 cr.) P: ECON-E 280 and at least 45 credit hours completed. Production and its relationship to marketing, finance, accounting, and human resource functions are described. Forecasting demand, aggregate planning, master scheduling, capacity planning, and material planning provide the basis for linking strategic operations plans. Other topics include facilities design, performance measurement, productivity improvement, quality control, JIT, TOC, and project management. Fall sem., spring sem., summer. ***Note:*** Students currently in the Academic Success Center cannot register for this course.

BUS-P 330 Project Management (3 cr.) P: P 301. This course will introduce the student to the full range of project management topics, concerns, problems, solution methods, and decision processes. These areas include: project selection, project organizational structures, negotiation, project planning, project scheduling and resource loading, project budgeting, project monitoring and control, project auditing, and project termination.

BUS-P 430 Total Quality Management (3 cr.) P: P 301. Introduces students to concepts of total quality management. Methods and application of quality control techniques commonly used in manufacturing and service organizations are presented. Research and theory relevant to quality concepts such as the economics and measurement of quality, the evolution of total quality management, team building and employee empowerment, vendor relations, elementary reliability theory, customer relations and feedback, quality assurance systems, statistical quality control, preventive maintenance programs, and product safety and liability are discussed.

BUS-P 490 Independent Study in Production Management and Industrial Engineering (cr. arr.) P: Consent of instructor. For production majors with a career interest in some area of production other than industrial engineering. Literature in student's special field of interest. Written report required.

BUS-W 301 Management and Organizational Theory (3 cr.) P: Junior class standing. Designed to synthesize knowledge of principles and functions of management: planning, organizing, staffing, directing, controlling, and decision making. Fall sem.

BUS-W 311 New Venture Creation(3 cr.) P: BUS-A 201, ECON-E 100, Junior standing, P or C: BUS-M 301 (business majors) or BUS-M 300 (non-business majors). This course helps students identify viable career options in entrepreneurship, expand their basic knowledge of the entrepreneurial process, and develop a repertoire of venture management skills. Summer.

BUS-W 320 Leadership and Ethics (3 cr.) P: Junior standing. Students are introduced to ethics concepts and leadership skills, with a particular emphasis on demonstrating how ethics and leadership are complementary areas of emphasis for an effective leader. Ethics and leadership must be considered together in order to produce leaders who have the foresight to consider issues of responsibility, accountability, and the full impact of their actions, as well as a skill set that will empower them to implement their vision. Spring sem., fall sem.

BUS-W 430 Organizations and Organizational Change (3 cr.) P: Z 302, W 301. Analysis and development of organizational theories with emphasis on environmental dependencies, sociotechnical systems, structural design, and control of the performance of complex systems. Issues in organizational change, such as appropriateness of intervention strategies and techniques, barriers to change, organizational analysis, and evaluation of formal change programs. Spring sem.

BUS-W 490 Independent Study in Business Administration (cr. arr.) P: Consent of instructor. Supervised individual study and research in student's special field of interest. Students will propose the research topic desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required.

BUS-X 220 Career Perspectives (1 cr.) Assists students in developing career goals. Academic planning, career exploration, and planning in the fields of business and economics. (Students currently working in a professional position may substitute a 300/400 business course for X 220 and X 410. Contact the undergraduate advisor.) Fall sem., spring sem. ***Note:*** Must be taken *before* the student completes 60 credit hours.

BUS-X 410 Business Career Planning and Placement (1 cr.) Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaign, job-application methods, interview, initial conduct on job. Although this course is offered each regular academic semester, seniors should enroll in the first semester of their senior year. Accounting students especially should enroll in the fall term to take advantage of on-campus recruiting activity. Also open to second-semester juniors and seniors of other schools. (Students currently working in a professional position may substitute a 300/400 business course for X 220 and X 410. Contact the undergraduate advisor.) Fall sem., spring sem.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: SPCH-S 121, PSY-P 101 and at least 45 credit hours completed. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes. Fall sem., spring sem., summer. ***Note:*** Students currently in the Academic Success Center cannot register for this course.

BUS-Z 440 Personnel-Human Resource Management (3 cr.) P or C: Z 302. Nature of human resource development and utilization in modern organizations. Establishment and operation of a total human resource program. Includes recruitment, selection, training and development, performance appraisal, reward systems, benefit programs, role of personnel department, and role of government. Fall sem.

BUS-Z 441 Wage and Salary Administration (3 cr.) P: Z 302, P or C: Z 440. Survey of problems faced by modern managers of compensation systems. In-depth look at the roles of company, government, union, and employee in the design and administration of total compensation systems. A description of the type of wage and salary systems currently in use, their advantages and disadvantages, and extent of current use. Spring sem.

BUS-Z 443 Developing Employee Skills (3 cr.) P: Z 302, P or C: Z 440 Employee Skills Development is a broad, ongoing multifaceted set of activities (training activities among them) intended to bring someone, or an organization, up to another threshold of performance, often to perform some job or new role in the future. The

course explores identifying gaps in performance, determining the best interventions to improve performance, and assessing the outcomes of those interventions.

BUS-Z 444 Personnel Research and Measurement (3 cr.) P: Z 302, P or C: Z 440. Personnel research through review and evaluation of studies in appropriate journals, opportunity to master personnel measurement techniques. Job analysis, job evaluation, wage curve computation, predictor validation techniques, morale measurement, and personnel auditing. Fall sem.

BUS-Z 445 Human Resource Selection (3 cr.) P: Z 302, P or C: Z 440. Prepares the student in effective ways to identify the best candidates for a position through a structured, job-focused interviewing process, where interviewers have effective interviewing skills and understand the legal aspects of employment practices. Fall sem., spring sem.

Chemistry (CHEM) School of Natural Sciences

CHEM-C 100 The World as Chemistry (3 cr.) P: Curiosity. The World as Chemistry is a general education course for non-science majors. It is designed to explore chemistry in the context of the real social, political, and environmental world around us. No previous chemistry experience is required.

CHEM-C 101 Elementary Chemistry I (3 cr.) P: One year of high school algebra or equivalent. Introduction to chemistry. Usually taken concurrently with C 121. Lectures and discussion. The two sequences, CHEM-C 101-C 121 and CHEM-C 102-C 122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on the basis of CHEM-C 101-C 121 and CHEM-C 102-C 122 is granted only in exceptional cases. May be taken by students who have deficiencies in chemistry background in preparation for CHEM-C 105 without credit toward graduation. Credit given for only one of the following chemistry courses: CHEM-C 101, C 104, C 105. Fall sem., spring sem., summer I.

CHEM-C 102 Elementary Chemistry II (3 cr.) P: CHEM-C 101. Continuation of CHEM-C 101. Usually taken concurrently with CHEM-C 122. The chemistry of organic compounds and their reactions, followed by an extensive introduction to biochemistry. Lectures and discussion. Credit not given for both CHEM-C 102 and CHEM-C 341. Fall sem., spring sem., summer II.

CHEM-C 104 Physical Sciences and Society (3 or 5 cr.) Required: One year of high school algebra or equivalent. An integrated survey of modern applications and relationships of physical sciences to society developed from the basic concepts of motion, structure of matter, energy, reactions and the environment, and leading to considerations of specific problem areas such as pollution, drugs, energy alternatives, consumer products, and transportation. May be taken by students deficient in chemistry background without credit toward graduation in preparation for CHEM-C 105. Credit not given for both CHEM-C 104 and CHEM-C 101 or C 105. The 5 credit hour version of this course includes laboratory work. Fall sem., spring sem., summer I and II.

CHEM-C 105 Principles of Chemistry I (3 cr.) P: Two years of high school algebra or equivalent, one year of high school chemistry, or consent of instructor. Should be taken concurrently with CHEM- C 125. Basic principles, including stoichiometry, equilibrium, atomic and molecular structures. Lectures and discussion. Credit given for only one of these chemistry courses: CHEM-C 101, C 104, C 105. Fall sem., spring sem., summer I.

CHEM-C 106 Principles of Chemistry II (3 cr.) P: CHEM-C 105. Should be taken concurrently with CHEM-C 126. Chemical equilibria, structures, and properties of inorganic compounds. Lectures and discussion. Spring sem., summer II.

CHEM-S 106 Principles of Chemistry II—Honors (3 cr.) P: CHEM-C 105 and placement test or consent of chemistry department. CHEM-C: C 126. For students with strong aptitude and preparation. Credit given for only one of the following: CHEM-C 102, C 106,S 106. Spring sem.

CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) P or C: CHEM-C 101. An introduction to the techniques and reasoning of experimental chemistry. Credit not given for both CHEM-C 121 and C 125. (Lab fee required.) Fall sem., spring sem., summer I.

CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.) P: CHEM-C 101, C 121; P or C: C 102. Continuation of CHEM-C 121. Emphasis on organic and biochemical experimental techniques. Credit not given for both CHEM-C 122 and CHEM-C 343. (Lab fee required.) Fall sem., spring sem., summer II.

CHEM-C 125 Experimental Chemistry I (2 cr.) P or C: CHEM-C 105. An introduction to laboratory experimentation, with particular emphasis on the molecular interpretation of the results. Credit not given for both CHEM-C 121 and C 125. (Lab fee required.) Fall sem., spring sem., summer I.

CHEM-C 126 Experimental Chemistry II (2 cr.) P: CHEM-C 125. P or C: CHEM-C 106. A continuation of CHEM-C 125, with emphasis on synthesis and analysis of compounds. (Lab fee required.) Spring sem., summer II.

CHEM-C 301-C 302 Chemistry Seminar (1-1 cr.) P: 25 credit hours of chemistry with a GPA of at least 2.5. Independent study and reading, with emphasis on basic chemistry and interdisciplinary applications. Research reports and discussions by students and faculty. Spring sem.

CHEM-C 303 Environmental Chemistry (3 cr.) P: CHEM-C 106, C 341. Selected topics in environmental chemistry such as atmospheric pollution, ozone hole, photochemical smog, acid rain, greenhouse effect, ground water pollution, water treatment, fate of toxic organic substances and metals in the environment, and treatment of hazardous wastes. Fall sem., summer II.

CHEM-C 305 Environmental Chemistry Seminar I (1 cr.) P: 25 credit hours of chemistry including CHEM-C 303 and C 333 (could be concurrent) with a GPA of at least 2.5. Independent study and reading, with emphasis on basic chemistry and environmental chemistry applications. Research report and discussion by students and faculty. The chosen topic must relate to the environment. Spring sem.

CHEM-C 315 Chemical Measurements and Laboratory (3 cr.) P or C: CHEM-C 318. Experimental techniques in chemical analysis and instrumentation. (Lab fee required.) Spring sem.

CHEM-C 317 Equilibria and Electrochemistry (3 cr.) P: CHEM-C 106. Recommended: MATH-M 215. Treatment of analytical data; chemical equilibrium; aqueous and nonaqueous acid-base titrimetry; complex formation titrations; gravimetric analysis, redox titrations, electrochemical theory; potentiometry; voltammetry; coulometry. Fall sem.

CHEM-C 318 Spectrochemistry and Separations (3 cr.) P: CHEM-C 317. Ultraviolet, visible, infrared, and luminescence spectrophotometry; flame and electrical discharge techniques. Phase equilibria and extractions; countercurrent distribution; gas, thin-layer, liquid, and high-performance liquid chromatography. Spring sem.

CHEM-C 333 Experimental Environmental Chemistry (2 cr.) P: CHEM-C 303. A laboratory course of selected experiments that are relevant in the analysis and characterization of pollutants in air, soil, and water samples. Techniques that emphasize sampling and analytical procedure. Basic analytical principles and instrumentation. Field trips to water and wastewater treatment facilities. Spring sem.

CHEM-C 341 Organic Chemistry I Lectures (3 cr.) P: CHEM-C 106 or exemption by examination. Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds. Credit given for only one of the courses CHEM-C 102, C 341. Fall sem.

CHEM-C 342 Organic Chemistry II Lectures (3 cr.) P: CHEM-C 343. Syntheses and reactions of polyfunctional compounds, natural and industrial products; physical and chemical methods of identification. Spring sem.

CHEM-C 343 Organic Chemistry I Laboratory (2 cr.) P or C: CHEM-C 341. Laboratory instruction in the fundamental techniques of organic chemistry and the use of general synthetic methods. Credit not given for both CHEM-C 122 and C 343. (Lab fee required.) Fall sem.

CHEM-C 344 Organic Chemistry II Laboratory (2 cr.) P: CHEM-C 343. P or C: CHEM-C 342. Preparation, isolation, and identification of organic compounds; emphasis on qualitative organic analysis. (Lab fee required.) Spring sem.

CHEM-C 360 Introductory Physical Chemistry (3 cr.) P: CHEM-C 106, MATH-M 216 & PHYS-P 202. Properties of gases and liquids, intermolecular forces, diffusion, chemical thermodynamics, ligand binding, kinetics, and introduction to quantum chemistry and spectroscopy. Includes topics in biophysical chemistry. For students who desire a survey course in physical chemistry. Credit given for only of the courses C 360, C 361, C 362.

CHEM-C 361 Physical Chemistry of Bulk Matter (3 cr.) P: CHEM-C 106, MATH-M 216; P or C: PHYS-P 202 or PHYS-P 222. Thermodynamics laws, free energy and chemical potentials, gases and dilute solutions, phase transitions, colligative properties, chemical equilibria, ionic solutions, chemical kinetics and transport processes, current topics. Fall sem.

CHEM-C 362 Physical Chemistry of Molecules (3 cr.) P: CHEM-C 106, MATH-M 216; P or C: PHYS-P 202; PHYS-222. Quantum states and spectroscopy of molecules, statistical thermodynamics, and elementary kinetic theory, current topics. Alternate spring semesters. Will be offered spring 2010.

CHEM-C 364 Introduction to Basic Measurements (3 cr.) P or C: CHEM-C 361. Recommended: CHEM-C 315. Graduated laboratory practice relating elementary principles of measurement technologies to current research applications. (Lab fee required.) Fall sem.

CHEM-C 403 History of Chemistry I (1 cr.) P: Senior standing, consent of instructor. Development of significant chemical knowledge and concepts up to 1830. Lectures, student reports, discussion.

CHEM-C 404 History of Chemistry II (1 cr.) P: Senior standing, consent of instructor. Development of significant chemical knowledge and concepts since 1830.

CHEM-C 409 Chemical Research (1-3 cr.; 6 cr. max.) To be elected only after consultation with the course director and the undergraduate advisor. Cannot be substituted for any course required in chemistry major. A research thesis is required. Fall sem., spring sem., summer.

CHEM-C 430 Inorganic Chemistry (3 cr.) P: CHEM-C 106 or C 361 (or consent of instructor). Recommended: CHEM-C 341. Structure and bonding of inorganic compounds, survey of chemistry of nonmetal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions. Alternate spring semesters. Will be offered spring 2009 and 2011.

CHEM-C 443 Organic Spectroscopy (3 cr.) P: CHEM-C 342. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods. Alternate summers.

CHEM-C 444 Organic Spectroscopy Laboratory (2 cr.) P or C: CHEM-C 443 or consent of instructor. Hands-on instrumentation experimental work concerning detailed structure elucidation of organic compounds using Ultraviolet-Visible (UV-Vis), Infrared (IR), Nuclear Magnetic Resonance (NMR), and Gas Chromatography-Mass Spectrometry (GC-MS). (Lab fee required.) Alternate summers.

CHEM-C 445 Advanced Organic Chemistry Laboratory (3-5 cr.) P or C: CHEM-C 443 or consent of instructor. Experimental problems in organic analysis and synthesis. (Lab fee required.)

CHEM-C 470 Polymer Chemistry (3 cr.) P: 18 credit hours in chemistry, including CHEM-C 342. Introduction to syntheses, structures, properties, and uses of polymeric substances.

CHEM-C 484 Biomolecules and Catabolism (3 cr.) P: CHEM-C 342, BIOL-L 101, ; Recommended: CHEM-C 361. The study of Biological structures and interactions; reactions, kinetics, and mechanisms; equilibrium and thermodynamics. Fall sem.

CHEM-C 485 Biosynthesis and Physiology (3 cr.) P: CHEM-C 483 or C 484. Biosynthetic pathways, expression of genetic information, molecular physiology. Spring sem.

CHEM-C 486 Biochemistry Laboratory (2 cr.) P or C: CHEM-C 483 or C 484. Laboratory experience in biochemistry, including biomolecule isolation, purification, enzyme kinetics, and biomolecule characterization electrophoresis, centrifugation, spectroscopic methods, and chromatography. Fall sem.

CHEM-C 490 Individual Study (cr. arr.; 6 cr. max.) P: Written permission of faculty member supervising the study. Must complete written report of each semester's work. Fall sem., spring sem., summer.

CHEM-Y 398 Internship—Professional Practice in Chemistry (1-5 cr.) P: Junior or Senior standing in a bachelor degree (or second semester sophomore status in associate degree) and consent of faculty sponsor. Registration is required and authorization obtained from the Office of Career Services. Designed to provide opportunity for students to receive credit for career-related work. Evaluation by employer and faculty sponsor. Pass/Fail Grading.

Computer Graphics Technology (CGT) **Purdue**

CGT 101 Introduction to Computer Graphics Technology (3 cr.) This course provides an introduction to and a survey of the discipline of computer graphics. As an introductory course, its topics include a survey of the applications of computer graphics, the knowledge base and history of computer graphics, an examination of computer graphic technologies and careers in this rapidly emerging and evolving field, as well as an overview of abundance of available resources for study and research in computer graphics at Purdue University

CGT 111 Design for Visualization & Communication (3 cr.) Students develop an understanding of the basic design elements and principles, composition and typography through exercises and projects. The focus is on visual thinking, exploring the relationship between type and image, and developing multiple solutions to a given problem.

CGT 112 Sketching for Visualization & Communication (3 cr.) This course applies fundamental applied computer graphics concepts of visualization, communication and creativity within a sketching metaphor. Exercises and projects in graphic theory, problem solving and sketching skill development provides students with activities that focus on further development within the discipline. Sketching techniques are used to gather critical information and transform data into effective communication instruments.

CGT 116 Geometric Modeling for Visualization & Communication (3 cr.) Introductory applied computer graphics course that provides entry-level experiences in geometric modeling. Students develop geometric analysis and modeling construction techniques & processes to produce accurate computer models for graphic visualization and communication.

CGT 141 Internet Foundations, Technologies and Development (3 cr.) This course explores the history, architecture and development of the World Wide Web. Current tagging and scripting languages are covered in a tool independent environment. Topics also include authoring tools, design, graphic and multimedia formats, and commerce, implementation and security issues.

CGT 211 Raster Imaging for Computer Graphics (3 cr.) P: CGT 101 & CGT 112. Digital images are produced using a variety of computer technologies. Advanced color theory, surface rendering, and light control are emphasized in relation to technical illustration, hardware characteristics, and software capabilities.

CGT 216 Vector Imaging for Computer Graphics (3 cr.) P: CGT 101 & CGT 112. Full-color vector illustrations are produced using computers. Color theory, surface analysis & rendering techniques are emphasized as they apply to vector based illustrations.

CGT 241 Introduction to Computer Animation (3 cr.) P: CGT 116. C: CGT 211. Introduction to digital animation and spatial graphics technology. Emphasis will be placed on developing a working knowledge of the mechanics of 3D geometric formats, spline-based modeling with polygon mesh & NURBS, procedural mapping of raster images, simplified polygon modeling, rendering methods, hierarchical linking, and kinematic fundamentals.

CGT 256 Human Computer Interface Theory and Design (3 cr.) C: CGT 211. This course is an intermediate exploration of conceptualization and problem solving using the integration of type and image as both visual and verbal communication. Topics such as systems of organization, visual hierarchy, creativity, typography, color, and navigation are introduced and explored in a systematic way. Students will also be introduced to the issues of information and user interface design to create effective and visually stimulating communication devices.

CGT 340 Digital Lighting and Rendering (3 cr.) P: CGT 241. The development of a working knowledge of perspective display of three dimensional models and the resulting effects of projected light sources on shade, shadow, color, texture, and atmospheric effects in architecture, product illustration and animation. Emphasis will be placed on lighting design, analysis, and photo-realistic simulation for commercial graphic applications.

CGT 341 Animation of Computer Graphics (3 cr.) P: CGT 340. An applied course covering three-dimensional computer graphic animation for graphics specialists and professionals involved in the use of technical design, time and motion study, surface texture mapping, digital lighting, color, and the technology required to produce computer animations for commercial applications in manufacturing design, marketing, and training.

CGT 346 Digital Video & Audio (3 cr.) P: CGT 211. Covers the use of digital technologies for video and audio in multimedia, hypermedia, and animation products. Students examine the methods for creating, sampling, and storing digital video and digital audio and the constraints placed on these media assets when used for media-based products. Emphasis is placed upon the technology of digital video and audio, including formats, data rates, compressors, and the advantages and disadvantages of the different technologies.

CGT 351 Multimedia Authoring I (3 cr.) P: CGT 256. This course introduces the many facets of interactive multimedia design and production. Students are introduced to interaction-based authoring programs used for information delivery with special attention focused on the integration of various media assets for communication. Students also concentrate on the storage, management, and retrieval of media assets in a production environment. Time is spent on the systematic design of interactive media products to meet specified goals of communication.

CGT 353 Principles of Interactive & Dynamic Design (3 cr.) P: CGT 216. This course explores the development of interactive and dynamic media components for multimedia and hypermedia products. Examines the design, creation and integration of text, 2D animation and sound for use in CD, DVD and web media. Students also learn the basics of scripting and how it can be used to create interaction.

CGT 411 Contemporary Problems in Applied Computer Graphics (3 cr.). C: CGT 450 and Senior Standing. Groups will identify, design, qualify, manage, create, and present a final project relative to existing or emerging issues within applied computer graphics. Activities and experiences will explore related topics such as project planning and management, user expectations, interpersonal communication skills, and quality management. The course concludes with faculty, peers, and practicing professionals evaluating oral, written, and media presentations of final projects.

CGT 450 Professional Practices (3 cr.). C: CGT 411 and Senior Standing. Preparation for professional employment in computer graphics professions. Topics covered include creative and publishing law, contracts, copyrights, corporate and freelance employment considerations; portfolio planning; and interviewing. Arranged interviews and portfolio reviews.

Classical Studies (CLAS) — School of Arts and Letters

CLAS-G 100 Elementary Greek I

Communication and Culture (CMCL) — School of Arts and Letters

CMCL-C 290 Survey of Film History (3 cr.) An overview of film history from its beginnings to the present, emphasizing major developments in narrative cinema. Credit given for only one of CMCL-C 290 or CMLT-C 290.

CMCL-C 393-C 394 History of European and American Films I-II (3-3 cr.) P: C 190 or consent of instructor. C 393 is a survey of the development of cinema during the period 1895-1926 (the silent film era); C 394 is a survey of European and American cinema since 1927. Particular attention is paid to representative work of leading filmmakers, emergence of film movements and development of national trends, growth of film industry, and impact of television. Topics vary. Each course may be taken for a total of 6 credit hours with different topics. A maximum of 6 credit hours may be earned for any combination of CMCL-C 393 and CMLT-C 393.

CMCL-C 396 Film Theory and Aesthetics (3 cr.) P: C 190 or consent of instructor. Study of classical and contemporary schools of film theory. Credit given for only one of CMCL-C 396 and CMLT-C 391.

CMCL-C 397 Genre Study in Film (3 cr.) P: C 190 or consent of instructor. Topic varies: the evaluation of typical genres; problems of generic description or definition; themes, conventions, and iconography peculiar to given genres, etc. May be repeated once with a different topic. A maximum of 6 credit hours may be earned for any combination of CMCL-C 397 and CMLT-C 392.

CMCL-C 492 Authorship in the Cinema (3 cr.) P: C 190 or consent of instructor. Topic varies: in-depth analysis of individual filmmakers, viewed as "authors." May be repeated once with a different topic. A maximum of 6 credit hours may be earned for any combination of CMCL-C 492 and CMLT-C 491.

CMCL-C 494 Film Criticism: Theory/Practice (3 cr.) P: C 190 or consent of instructor. Study of the main schools and methods of film criticism, basic critical vocabulary, fundamental research tools. Exercises in writing film reviews and critiques using different approaches.

Comparative Literature (CMLT) — School of Arts and Letters

CMLT-C 216 Science Fiction, Fantasy, and the Western Tradition (3 cr.) Historical and comparative survey of science fiction and fantasy narrative from antiquity to the present. The origin of scientific narrative in ancient Greek literature, its relation to ancient myths, and its history and development. Emphasis on philosophical, cognitive, and scientific aspects of the genre.

CMLT-C 217 Detective, Mystery, and Horror Literature (3 cr.) Origins, evolution, conventions, criticism, and theory of the detective mystery story; history of the Gothic novel; later development of the tale of terror; major works of this type in fiction, drama, and film.

CMLT-C 255 Modern Literature and the Other Arts: An Introduction (3 cr.) Analyzes the materials of literature, painting, and music; and the ways in which meaning is expressed through the organization of the materials. Investigates similarities and differences among the arts. Examples selected from the past 200 years. No previous knowledge of any art required.

CMLT-C 256 Literature and the Other Arts: 1870-1950 (3 cr.) P: C 255 or consent of instructor. Interaction of the arts in the development of Western literature, painting, and music in movements such as impressionism, symbolism, constructivism, expressionism, dada, and surrealism.

CMLT-C 291 Studies in Non-Western Film (3 cr.) Study of adaptations of literary works, both Asian and Western, by Asian filmmakers. Discussion of traditions and conventions shared by original films with Asian literature and theatre. Concentration either on Japan, India, or China each time course is offered. May be repeated once with a different topic.

CMLT-C 355 Literature, the Arts, and Their Interrelationship (3 cr.) P: C 255 or consent of instructor. Discussion of theoretical foundations for study of the relationship of the arts; detailed analysis of specific works illustrating interaction of literature with other arts.

CMLT-C 357 The Arts Today: From 1950 to the Present (3 cr.) P: C 255. R: C 256. Shared trends in literature, the visual arts, music, dance, and theatre. The heritage of the grotesque and the absurd, dada and surrealism, and constructivism; the new realism. New materials, mixed media and multimedia, environmental and participatory art, happenings, minimal art, conceptual art, antiart.

CMLT-C 358 Literature and Music Opera (3 cr.) P: Two courses in literature, theatre, or music history. Selected opera libretti from various periods. Comparison of libretti with their literary sources; emphasis on specific problems connected with the adaptation of a literary work to the operatic medium. Evaluation of representative libretti as independent literary works.

CMLT-C 490 Individual Studies in Film and Literature (1-3 cr.) P: Consent of chairperson of film committee. May be repeated once with a different topic.

CMLT-C 492 Comedy in Film and Literature (3 cr.) Evolution, styles, and techniques of film comedy in America and Europe from the beginnings of cinema to the present. Theories of comedy and humor; relationship of film comedy to comedy in fiction, drama, pantomime, circus, and vaudeville. Work of leading film comedians.

CMLT-C 493 Film Adaptations of Literature (3 cr.) Analysis of the processes and problems involved in turning a literary work (novel, play, or poem) into a screenplay and then into a film. Close study of literary and film techniques and short exercises in adaptation.

College of Arts and Sciences (COAS) — School of Arts and Letters

COAS-Q 161 Library Skills and Resources

COAS-Q 400 Job Search Strategies for Liberal Arts Students

COAS-S 100 Workshop: Hospital Shadowing

COAS-S 100 Introduction to Ballroom Dance 1, 2, and 3 (1 cr.) Instruction in the techniques of ballroom dance. Only S/F grades given.

COAS-S 100 Intermediate Ballroom Dance 1, 2, and 3 (1 cr.) This course will expand on the dances covered in S 100 Introduction to Ballroom Dance. Only S/F grades given.

COAS-S 100 Modern Dance (1 cr.) Beginning instruction in modern dance technique, stressing knowledge and application of movement principles essential to dance training.

COAS-S 100 Introduction to Jazz Dance (1 cr.) An introduction to the modern jazz style of movement as it integrates with sound biomechanical principles. Phrasing, dynamics, and other qualities will be discussed.

COAS-S 100 Ballet 1 (1 cr.) Learning and developing both technical skills and aesthetic sensibilities at a beginning level. No previous experience in ballet dance is necessary. Differences in movement quality, energy, and rhythm will be explored.

COAS-S 100 Ballet 2 (1 cr.) P: Ballet 1 or consent of instructor. Learning and developing both technical skills and aesthetic sensibilities at a moderately sophisticated level. Subtle differences in movement quality, energy, and rhythm will be explored.

COAS-S 104 First Year Seminar

COAS-S 200 Career Choices and Competencies

COAS-S 400 Statistical Process Control

COAS-S 400 Individualized Study

COAS-S 400 Leadership Project

COAS-Q 400 Job Search Strategies for Liberal Arts Students

COAS-W 100 Introduction to Business

COAS-X 111 Introduction to Gay and Lesbian Studies

COAS-X 111 Introduction to Study of Gender

COAS-X 111 Freshman Interest Group Seminar

Computer and Information Technology—Purdue (CIT) — Purdue

CIT 133 Introduction to Computer Technology and Applications (0-3 cr.) Class 1-3, Lab Prep. 0-1, Lab 0-2. An introduction to computer technology and problem solving using personal computers. Topics include computer hardware, operations, operating systems and environments, and computer ethics. Hands-on experience with personal computer applications including word processing, spreadsheets, database processing, and data management.

Computer Science (CSCI) — School of Natural Sciences

CSCI-A 121 Cyberspace Influences on Privacy, Security and Society (3 cr.) Examines the impacts of computerization in the United States From family life, private organizations, and public organizations to government at all levels, computerization is affecting and creating the complex interdependencies between technology and social groups. We will survey recent changes to many topics, including intellectual property rights, e-government, online security, online privacy, digital currency, online gambling, universal access, online education, medical devices, and media convergence.

CSCI-A 201 Introduction to Programming (3 cr.) P: Two years of high school mathematics or M 014. Fundamental programming constructs, including loops, arrays, classes, and files. General problem-solving techniques. Emphasis on modular programming, user-interface design, and developing good programming style. Not intended for computer science majors or minors.

CSCI-A 211 Word Processing Applications (3 cr.) P: C 106, W 200, or equivalent. This course introduces the student to word processing techniques used in creating letters, forms, and reports. The student will use styles, outlines, tables, and field codes in documents and templates. Advanced topics include merging documents, customizing the Word environment, and integrating the features of Word with other software applications.

CSCI-A 212 Spreadsheet Applications (3 cr.) P: C 106, W 200, or equivalent. This course introduces the student to spreadsheet techniques used in creating professional- looking worksheets. Students will use formulas, functions, charts, graphs, and logical functions. Advanced topics include advanced filtering, importing data, creating pivot tables, database functions, and integrating Excel with other software applications.

CSCI-A 213 Database Applications (3 cr.) P: C 106, W 200, or equivalent. This course introduces the student to database techniques. The student will develop tables, custom forms, reports, and queries. Advanced topics include developing ASP pages for the World Wide Web, developing and understanding relationship database design, macros, managing, securing a database, and integrating Access with the Web and other programs.

CSCI-A 221 Multimedia Programming (1.5 cr.) P: C 106, W 200, or equivalent. This course introduces the student to creating dynamic Web pages. Emphasis is placed on problem-solving techniques using a Web-based programming language. Lecture and laboratory.

CSCI-A 247 Network Technologies and Administration (3 cr.) P: Either C 106, EDUC-W 200, or equivalent computer literacy. Introduction to network principles and current network technology, both hardware and software. Network administration tools and techniques. Laboratory provides practical experience.

CSCI-A 346 User-Interface Programming (3 cr.) P: C 202 or equivalent experience. Learn to prototype and build graphical user interfaces for computer applications. Contemporary software design methodology. Students design and implement prototype interfaces to applications provided by the instructor. Extensive use is made of both commercial and experimental software tools.

CSCI-A 348 Mastering the World Wide Web (3 cr.) P: Two semesters of programming experience, or equivalent, and some knowledge of operating systems. Project-oriented course leading to ability to maintain a fully functional Web site. Topics include Internet network protocols and Web programming, server administration, protocols, site design, and searching and indexing technologies.

CSCI-B 438 Fundamentals of Computer Networks (3 cr.) P: C 237. Theory and practice of data communications between computing devices. Topics include network architecture and topology, wide-area networks, local-area networks, and ISO network layers.

CSCI-B 461 Database Concepts (3 cr.) P: C 251, C 335, and C 343. Introduction to database concepts and systems. Topics include database models and systems: hierarchical, network, relational, and object-oriented; database design principles; structures for efficient data access; query languages and processing; database applications development; views; security; concurrency; recovery. Students participate in a project to design, implement, and a query a database, using a standard database system.

CSCI-B 481 Interactive Graphics (4 cr.) P: C 343 or H 343, MATH-M 301 or M 303. Computer graphics techniques. Introduction to graphics hardware and software. Two-dimensional graphics methods, transformations, and interactive methods. Three-dimensional graphics, transformations, viewing geometry, object modeling, and interactive manipulation methods. Basic lighting and shading. Video and animation methods. Credit given for only one of B 481 and B 581.

CSCI-B 490 Seminar in Computer Science (1-3 cr.) Special topics in computer science. May be repeated up to a total of 6 credit hours.

CSCI-C 100 Computing Tools (1 cr.) An introduction to computing applications useful in college and career work. Topics include microcomputer operating systems; word processing; spreadsheet, database, and communications software; and other software applications. May be taken up to three times to satisfy the basic computer literacy requirement.

CSCI-C 105 This course is an introduction to computer programming using C++. The emphasis is on structured programming principles, and understanding the basic concepts that apply to scientific and engineering problems. Among topics covered in this course are: problem solving using top down design, using flowcharts to explain the program logic, selection structure, repetition structure, bitwise operations, arrays, pointers, strings, passing arguments, and sequential files.

CSCI-C 106 Introduction to Computers and Their Use (3 cr.) An introduction to computers and their use in information systems: use of standard application programs; foundations of information systems design and development; survey of programming languages. Satisfies the basic computer literacy requirement.

CSCI-C 201 Computer Programming II (4 cr.) P: MATH-M 117. Computer programming and algorithms. Basic programming and program structure. Computer solutions of problems. A computer language will be taught. Lecture and discussion. Business majors cannot receive credit for C 201 and C 101 or C 106.

CSCI-C 202 Computer Programming (4 cr.) P: C 201. Computer programming, algorithms, program structure, arrays, stacks, queues, binary trees; procedures, functions, parameter-passing mechanisms, recursion vs. iteration, and issues of programming style. Computer solutions of problems such as data analysis, sorting, searching, and string and text manipulation.

CSCI-C 203 COBOL and File Processing (3 cr.) P: C 201. Computer programming and algorithms. Applications to large file processing functions of an organization.

CSCI-C 237 Operating Systems Concepts (4 cr.) P: C 202, C 335. An investigation of the problems involved in the implementation of an operating system and some of the solutions. Topics such as multiprocessing, paging, interlocks, time-sharing, and scheduling. A specific operating system will be examined.

CSCI-C 251 Foundations of Digital Computing (4 cr.) P: C 201. R: MATH-M 119 or MATH-M 215. Boolean algebra and propositional logic. Set algebra, including mappings and relations. Elements of graph theory and statistical analysis. Application of all topics to computer programming.

CSCI-C 311 Programming Languages (4 cr.) P: C 202, C 335. Systematic approach to programming languages. Relationships among languages, properties and features of languages, and the computer environment necessary to use languages. Lecture and laboratory.

CSCI-C 320 Advanced COBOL (3 cr.) P: C 203. A continuation and extension of COBOL as taught in C 203. Extensive use will be made of structured COBOL in the development of large programs requiring access to various file structures. Includes interactive menu and screen-driven programming.

CSCI-C 335 Computer Structures (4 cr.) P: C 201. R: C 202. Structure and internal operation of computers, stressing the architecture and assembly language programming of a specific computer. Additional topics include digital hardware and microprogramming. Lecture and laboratory.

CSCI-C 343 Data Structures (4 cr.) P: C 202, C 251. Systematic study of data structures encountered in computing problems, structure and use of storage media, methods of representing structure data, techniques for operation on data structures. Lecture and laboratory.

CSCI-C 390 Individual Programming Laboratory (1-3 cr.) P: C 201. Student will design, program, verify, and document a special project assignment selected in consultation with the instructor. This course may be taken several times for up to a maximum of 6 credits. Before enrolling, a student must arrange for an instructor to supervise the course activity.

CSCI-C 405 A Survey of Computer Science (3 cr.) P: C 343. A survey of senior-level topics in programming languages and operating systems for students with a minor in computer science.

CSCI-C 421 Computer Organization (4 cr.) P: C 251, C 335. Organization, circuits, and logic design of digital computing systems. Course deals with the internal structure of computers. Some simple computers are designed. Experiments in basic computer circuitry are performed in the laboratory. A knowledge of electronics, while useful, is not a requirement. Lecture and laboratory.

CSCI-C 422 Advanced Computer Organization (3 cr.) P: C 421 or equivalent. Basic computer hardware design problems. Alternative solutions illustrated by different computers.

CSCI-C 431-C 432 Assemblers and Compilers I-II (3-3 cr.) P: C 311, C 335, and C 343. Design and construction of assemblers, macroprocessors, linkers, loaders, and interpreters. Compiler design and construction, including lexical analysis, parsing, code generation, and optimization.

CSCI-C 435-C 436 Operating Systems I-II (3-3 cr.) P: C 311, C 335, C 343. Organization and construction of computer systems that manage computational resources. Topics include specification and implementation of concurrency; process scheduling; storage management; device handlers; mechanisms for event coordination such as interruption, exclusion, and synchronization. Extensive laboratory exercises.

CSCI-C 445-C 446 Information Systems I-II (4-4 cr.) P: C 343. Analysis, design, and implementation of information systems from user needs to a running system. Hardware organization and its impact on storage structures. Structures and techniques for accessing and updating information: primary and secondary indices, sequential and multilinked files. Modeling of information using hierarchical, network, and relational techniques and operations with these models. Current database systems and query languages.

CSCI-C 451 Automata and Formal Grammars (3 cr.) P: C 251 or C: MATH-M 403. Finite automata and regular grammars; context-free grammars and nondeterministic pushdown automata; deterministic pushdown automata; unsolvable problems and algorithms for solvable problems related to these classes of machines and grammars.

CSCI-C 455 Analysis of Algorithms (4 cr.) P: MATH-M 216 or M 120 and CSCI-C 343. Models, algorithms, recurrences, summations, growth rates. Probabilistic tools, upper and lower bounds; worst-case and average-case analysis, amortized analysis, dynamization. Comparison-based algorithms: search, selection, sorting, hashing. Information extraction algorithms (graphs, databases). Graph algorithms: spanning trees, shortest paths, connectivity, depth-first search, breadth-first search.

CSCI-C 463 Artificial Intelligence I (3 cr.) P: C 311 and C 343. Historical roots, philosophical thesis, and goals of artificial intelligence research. Basic problem-solving methods. Heuristics and heuristic search. Game-playing programs. Reasoning and knowledge representation. Predicate calculus, semantic networks, frames, and other representation systems. Introduction to production systems. Goal-directed systems.

CSCI-C 464 Artificial Intelligence II (3 cr.) P: C 463. Advanced problem-solving techniques. Production systems continued. Programming languages for artificial intelligence systems. Natural-language understanding programs. Recognition and categorization. Artificial vision systems. Applications of artificial intelligence. Robotics.

CSCI-C 490 Seminar in Computer Science (1-3 cr.) Special topics in computer science. May be repeated for up to a maximum of 6 credits.

CSCI-N 207 - Data Analysis and Decision Making Using Spreadsheet (3 cr.) P: MATH-M 107. Summary of basic computing topics. An introduction to data analysis using spreadsheets. Emphasis on the application of computational problem-solving techniques. Lecture and laboratory.

CSCI-N 211 Introduction to Databases (3 cr.) Summary of basic computing topics. Introduction to database design concepts, creation of user forms, development of databases, querying techniques, and building reports. Focus on relational database systems from development and administration point of view. Lecture and laboratory.

CSCI-N 341 Introduction to Client-side Web Programming (3 cr.) P: C 201 or equivalent. Introduction to programming focusing on the client sided programming environment. Essential algorithm design, client-side programming using languages commonly embedded in Web browsers. Lecture and laboratory.

CSCI-N 342 Server-side Programming for the Web (3 cr.) P: C 201 or equivalent. Designing and building applications on a Web server. Focuses on issues of programming applied to Web servers. Emphasis on relational databases concepts, data design, languages used on the server, transaction handling, and integration of data into Web applications.

CSCI-P 423 Compilers (4 cr.) P: C 311 or H 311. Compiler design and construction, including lexical analysis, parsing, code generation, and optimization. Extensive laboratory exercises.

CSCI-P 436 Introduction to Operating Systems (4 cr.) P: C 311, C 335, C 343, or honors equivalents. Organization and construction of computer systems that manage computational resources. Topics include specification and implementation of concurrency, process scheduling, storage management, device handlers, mechanisms for event coordination. Lecture and laboratory.

CSCI-P 465-P 466 Software Engineering for Information Systems I-II (3-3 cr.) P: C 335 or C 343, or honors versions. P or C: B 461. Analysis, design, and implementation of information systems. Project specification. Data modeling. Software design methodologies. Software quality assurance. Supervised team development of a real system for a real client. Credit given for only one of P 465-P 466 or C 445-C 446.

CSCI-Y 398 Internships in Professional Practice (S/F Grading) (1-6 cr.) P: Sophomore standing; approval of major department and the Office of Career Services. Designed to provide opportunities for students to receive credit for selected career-related, full-time work. Evaluation by employer and faculty sponsor.

Criminal Justice (CJUS) School of Social Sciences

Criminal Justice

CJUS-P 100 Introduction to Criminal Justice (3 cr.) P: Freshman or sophomore standing. Historical and philosophical background, structure, functions, and operations of the criminal justice system in the United States; introduction to and principles of formal behavior control devices.

CJUS-P 200 Theories of Crime and Deviance (3 cr.) Critical examination of biological, psychological, and sociological theories of crime and deviance. Examination of individual, group, and societal reactions to norm-violating behaviors.

CJUS-P 250 Issues in Criminal Justice (3 cr.) Thorough review and analysis of issues currently facing the criminal justice system. Topics vary each semester. See listing in the schedule of classes. May be repeated with different topics for a maximum of 6 credit hours.

CJUS-P 295 Criminal Justice Data, Methods, and Resources (3 cr.) This course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

CJUS-P 301 Police and Contemporary Society (3 cr.) Examination of the rules and responsibilities of the police, history of police organizations, relations between police and society, and determinations of police action.

CJUS-P 302 Courts and Criminal Justice (3 cr.) Structure, organization, composition, functions, and procedures of courts in the United States. Role of lawyers and judges in the criminal justice system.

CJUS-P 303 Corrections and Criminal Justice (3 cr.) Historical and comparative e-survey of prison confinement and the various alternatives within the scope of the criminal justice system's policies and methods of implementation.

CJUS-P 372 Evidence (3 cr.) P: CJUS-P 100. The rules of law governing proof at a trial of disputed issues of fact, burden of proof presumption and judicial notice; examination, impeachment, competency, and privileges of witnesses; hearsay rule and exception—all related as nearly as possible to criminal as opposed to civil process.

CJUS-P 373 Correctional Law (3 cr.) P: CJUS-P 100. Legal problems from conviction to release; pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

CJUS-P 374 Substantive Criminal Law (3 cr.) The development, limitations, and application of substantive criminal law utilizing the case study method.

CJUS-P 376 Procedural Criminal Law (3 cr.) P: CJUS-P 100. Criminal law application and procedure from the initiation of notice activity through the correctional process, utilizing the case-study method.

CJUS-P 399 Readings for Honors (1-6 cr.) P: Approval of departmental honors advisor. May be repeated for a maximum of 6 hours.

CJUS-P 457 Seminar on White-Collar Crime (3 cr.) The nature and incidence of white-collar crime. In addition to studying the etiological theories relating to white-collar crime, the course will also focus on both the criminal and civil (regulatory) process used to control corporate, organizational, and elite misconduct.

CJUS-P 470 Senior Seminar in Criminal Justice (3 cr.) P: Senior standing. A detailed examination of the major efforts designed to control or reduce crime, a review of existing knowledge is followed by an investigation of current crime control theories, proposals and programs.

CJUS-P 471 Comparative Study of Criminal Justice Systems (3 cr.) Comparison of the American criminal justice system with those of other federated nations and of selected unitary states.

CJUS-P 493 Seminar in Criminal Justice (3 cr.) Intensive study and analysis of selected problems in criminal justice. Topics will vary. May be repeated for a total of 9 credit hours with different topics.

COAS-S 399 Internship in Criminology and Criminal Justice (1-6 cr.) P; Junior or Senior, approval of Dean, Instructor and Office of Professional Practice Program.

East Asian Languages and Culture (EALC) — School of Arts and Letters

Japanese

EALC-J 101-J 102 Elementary Japanese (4-4 cr.) Introduction to the spoken and written Japanese language and to Japanese culture and civilization. Emphasis on practical use and understanding of everyday Japanese language and customs, to prepare the student for life in Japan or for interacting with Japanese people in the United States. J 101 offered fall sem. J 102 offered spring sem.

EALC-J 201-J 202 Second-Year Japanese (3-3 cr.) Continuation of J 102. Mainly practical spoken and written Japanese, and understanding Japanese lifestyles and ways of thinking. J 201 offered fall sem. J 202 offered spring sem.

Economics (ECON) — School of Business

ECON-E 100 Current Economic Topics (3 cr.) P: *New students must have full admit status OR test into MATH-M 117; returning students must have minimum 2.0 GPA OR junior standing OR minimum math grade (C– in M 007/T 101 OR completion of MATH- M 117 or higher/T 102 or higher).* First-semester combined course in macroeconomics and microeconomics—with an emphasis on intuition and economic concepts. Explains macroeconomic issues such as economic growth and the benefits and costs of government activism in trying to regulate the business cycle. Explains microeconomic topics such as demand/supply and market structures. Will also cover a variety of applied topics such as pollution, drug legalization, education, discrimination, poverty, health care, social security, and international issues. *Many universities offer a different two-semester sequence of Principles of Economics. If you want to take two semesters of economics and plan to transfer, take both semesters at IU Southeast or wait until you transfer.*

ECON-E 200 Fundamentals of Economics (3 cr.) P: Minimum grade of C– in ECON-E 100 and minimum math grade (B– in MATH-M 007/T 101; C– in M 217/T 102/T 103; D– in MATH-M 118 or higher) OR minimum grade of B– in E 100. Second-semester combined course in macroeconomics and microeconomics—with an emphasis on the more graphical and theoretical aspects of principles of economics. Explains macroeconomic issues such as economic growth and the benefits and costs of government activism in trying to regulate the business cycle. Further explains the microeconomic topics such as demand/supply and market structures. Will also cover international business and a variety of policy applications.

ECON-E 280 Applied Statistics for Business and Economics I (3 cr.) P: MATH-M 122 and BUS-K 201 or equivalent Excel skills. Summary measures of central tendency and variability. Basic concepts in probability and important probability distributions. Sampling, sampling distributions and basic estimation concepts such as confidence interval estimation and hypothesis testing. Fall sem., spring sem., summer. ***Note:*** B.S. in Business students must complete E 280 and E 281 in first 80 hours of course work.

ECON-E 281 Applied Statistics for Business and Economics II (3 cr.) P: ECON-E 280 and MATH-M 119 (M 119 may be taken concurrently if student earned a grade of B in MATH-M 122). Balanced coverage of statistical concepts and methods, along with practical advice on their effective application to real-world problems. Topics include simple and multiple linear regression, time-series analysis, statistical process control and decision making. Use of Excel in statistical applications required. Fall sem., spring sem., summer. ***Note:*** B.S. in Business students must complete E 281 in first 80 hours of course work.

ECON-E 321 Intermediate Microeconomic Theory (3 cr.) P: E 100-E 200. Consumer and producer theory; pricing under conditions of competition and monopoly; allocation and pricing of resources; partial and general equilibrium theory and welfare economics. Fall sem.

ECON-E 322 Intermediate Macroeconomic Theory (3 cr.) P: E 100-E 200. Theory of income, employment, and the price level. Study of counter-cyclical and other public policy measures. National income accounting. Spring sem.

ECON-E 323 Urban Economics (3 cr.) P: E 100-E 200. Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of urban problems; urban growth and structure, poverty, housing, transportation, and public provision of urban services. Fall sem.

ECON-E 333 International Economics (3 cr.) P: E 100-E 200. Forces determining international trade, finance, and commercial policy under changing world conditions; theory of international trade, monetary standards, tariff policy, trade controls. Fall sem.

ECON-E 340 Labor Economics (3 cr.) P: E 100-E 200. Economic analysis of labor markets, including market structure and labor market policies. Topics include minimum wage, mandated benefits, labor unions, discrimination, welfare policy. Spring sem.

ECON-E 350 Money and Banking (3 cr.) P: E 100-E 200. Monetary and banking system of the United States; problems of money and prices, of proper organization and functioning of commercial banking and Federal Reserve systems, of monetary standards, and of credit control; recent monetary and banking trends. Spring sem., summer.

Education (EDUC) School of Education

Undergraduate Courses

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) and M 301 (1 cr.) P: H 340, P 250-P 251-M 201, M 310-M 311-M 301, E 339-E 340-M 301, E 449, W 200, and formal admission into teacher education. Development of objectives, teaching strategies, resources, and assessment procedures that facilitate the social learning of children in an integrated curriculum. Special attention is given to cognitive, affective, and psychomotor facets through concept learning, inquiry, decision making, values analysis, cooperative learning, and multicultural education. Students will participate in appropriate field experiences. Fall sem., spring sem.

EDUC-E 328 Science in the Elementary Schools (3 cr.) and M 301 (1 cr.) P: H 340, P 250-P 251-M 201, M 310-M 311-M 301, E 339-E 340-M 301, E 449, W 200, and formal admission into teacher education. C: E 343. Objectives, philosophy, selection, organization, and evaluation of teaching methods and instructional materials. Inquiry teaching, concept development, field trip experiences, and use of multidisciplinary materials are stressed. Analysis of individual and group assessment processes are emphasized. Students will be expected to participate in appropriate field experiences. Fall sem., spring sem.

EDUC-E 337 Classroom Learning Environments (3 cr.) P: H 340, P 250-P 251. This course will focus on the curriculum aspects of early childhood programs; and on planning, utilization, and evaluation of inside and outside learning environments. The selection and evaluation of effective materials and activities that stimulate children's development will be emphasized. The skills needed in using this information will also receive priority. Fall sem., spring sem., summer.

EDUC-E 339 Methods of Teaching Language Arts (3 cr.) and **M 301 (1 cr.)** P: H 340, P 250-P 251-M 201, M 310- M 311-M 301, W 200; P or C: E 449, and formal admission into teacher education. C: E 340. Development of language in the child with emphasis on linguistics, creative language, dramatics, usage, handwriting, spelling, listening, and writing process. Attention given to individual and group processes of teaching, to the whole language approach, to disability and cultural awareness, and to appropriate kinds of hardware and software. Students will participate in appropriate field experiences. Fall sem., spring sem.

EDUC-E 340 Methods of Teaching Reading I (3 cr.) P: H 340, P 250-P 251-M 201, M 310-M 311-M 301, W 200; P or C: E 449, and formal admission into teacher education. C: E 339. General overview of the reading program with emphasis on development, content, word recognition and comprehension skills and strategies, the whole language approach, and instructional processes as applied to classroom teaching. Students will be expected to participate in appropriate field experiences. (Early education experience fee required.) Fall sem., spring sem.

EDUC-E 341 Methods of Teaching Reading II (3 cr.) P: H 340, P 250-P 251-M 201, M 310-M 311-M 301, E 339-E 340-M 301, E 449, W 200, and formal admission into teacher education. Diagnostic and prescriptive methods and materials for use in corrective instruction in reading, including minority and special needs groups, with development of an appreciation for hardware and software that will facilitate instruction. Students will be expected to participate in appropriate field experiences. (Early education experience fee required.) Fall sem., spring sem., summer.

EDUC-E 343 Mathematics in the Elementary School (3 cr.) P: H 340, P 250-P 251-M 201, T 101, T 102, T 103, M 310-M 311-M 301, E 339-E 340-M 301, E 449, W 200, and formal admission into teacher education. C: E 328. Focus is on individualized and cooperative learning techniques used in a diagnostic/prescriptive mathematic laboratory program for all learners with attention to implementation of the National Council of Teachers of Mathematics curriculum and evaluation standards for school mathematics. Stresses the design of appropriate and innovative affective, psychomotor, and cognitive experiences. Gives emphasis to the developmental approach to mathematic learning and teaching. Fall sem., spring sem.

EDUC-E 449 Trade Books and the Teacher (3 cr.) P: P 250; taken before or concurrent with E 339/E 340. A comprehensive survey of children's literature covering the major authors and their works; special emphasis is given to picture books, poetry, biography, the classics, holiday books, series books, nonfiction books, periodicals, popular culture, and six aspects of bibliotherapy. Fall sem., spring sem., summer.

EDUC-E 490 Research in Elementary Education (1-3 cr.) Individual research. (Letter grade.)

EDUC-E 495 Workshop in Elementary Education (cr. arr.) For elementary school teachers. Gives 1 credit hour for each week of full-time work.

EDUC-F 100 Topical Exploration in Education (1-3 cr.) This introductory course for prospective teachers provides an orientation to the teaching profession. Covers program and state requirements, diversity as it relates to schools, teaching, and learning; and presents skills necessary for becoming a successful student/teacher. Includes a service learning component.

EDUC-F 200 Examining Self as Teacher (3 cr.) P: ENG-W 131 with a C (2.0) or above. Designed to help student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Students will be expected to participate in appropriate field experiences in schools. A significant paper will be required. Fall sem., spring sem., summer.

EDUC-F 401 Topical Explorations (3 cr.)

EDUC-H 427 Education Through Travel (2-6 cr.) Provides an opportunity to visit historical and cultural areas in foreign countries. (Individually arranged.

EDUC-K 205 Introduction to Exceptional Children (3 cr.) P: H 340 with a grade of C (2.0). Definition, identification, prevalence, characteristics, and educational provisions of the various types of exceptional children; with attention to disability awareness and appropriate instructional processes. Fall sem., spring sem., summer.

EDUC-K 344 Education of the Socially and Emotionally Disturbed II (3 cr.) P: K 343 and M 310, M 311, M 301. A basic survey of educational curricula, procedures, and materials for socially and emotionally disturbed children; stresses development of individual teaching skills; emphasizes classroom experiences with disturbed children. Spring sem.

EDUC-K 345 Academic and Behavioral Assessment of the Mildly Handicapped (3 cr.) P: M 310-M 311-M 301. Permission of instructor. The purpose of this course is to familiarize students with the application of formal and informal assessment information in making decisions regarding classification and placement of educable mentally retarded and emotionally disturbed children. Fall sem.

EDUC-K 350 Introduction to Mental Retardation (3 cr.) P: K 205 with a minimum grade of C (B– for students seeking special education certification) and acceptance and good standing in teacher education is required. Definitions, classifications, and diagnostic and treatment procedures discussed from medical, psychological, sociological, and educational points of view. Fall sem.

EDUC-K 352 Education of Children with Learning Problems (3 cr.) P: M 310-M 311, permission of instructor. Educational programs for optimum growth and development of mildly mentally handicapped and learning-disabled students. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials. Fall sem., summer.

EDUC-K 370 Introduction to Learning Disabilities (3 cr.) P: K 205 with a minimum grade of C (B– for students seeking special education certification). Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

EDUC-K 453 Management of Academic and Social Behavior (3 cr.) P: K 205, M 310-M 311-M 301, consent of instructor. Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior. Spring sem., summer.

EDUC-K 480 Student Teaching in Special Education (9-12 cr.) Fall sem., spring sem. EDUC-K 488 Supervised Teaching in Special Education (3 cr.) Fall sem., spring sem.

EDUC-K 490A Partnerships (3 cr.) P: Consent of instructor. Active exploration of community, social agencies, school and family as stakeholders and contributors to services for students with exceptional needs. Collaboration, consultation, conflict resolution, and grant initiatives.

E**DUC-K 490B, C, D Assistive Technology, TBI, Autism, Functional Curriculum (1 cr.)** P: Consent of instructor. Study of nature and needs of students with traumatic brain injury, autism, and related conditions. Overview of age-appropriate skills likely to increase the ability of students with exceptional needs to function in present and future environments. Study of low and high assistive technology for routine and customized access to general education curriculum.

EDUC-K 495 Laboratory/Field Experiences in Special Education (1-3 cr.) P: Consent of instructor.

EDUC-M 101 Laboratory/Field Experiences (0-1 cr.) A laboratory or field experience in education for freshmen (may be repeated).

EDUC-M 201 Laboratory/Field Experiences (1 cr.) A laboratory or field experience in education for sophomores (may be repeated). To be taken with P 250 and either P 251 (elementary/special education) or P 255 (secondary education). (Early education experience fee required.) Elementary/special education majors must have passed the PPST and have a cumulative GPA of 2.5. Fall sem., spring sem.

EDUC-M 300 Teaching in a Pluralistic Society (3 cr.) This course is designed to introduce students to teaching as a profession. Students focus upon the "self as teacher," learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner. Fall sem., spring sem., summer.

EDUC-M 301 Laboratory/Field Experience (0-1 cr.) A laboratory or field experience in education for juniors and seniors (may be repeated). To be taken with E 325, E 328, E 339, M 311, M 314. Fall sem., spring sem.

EDUC-M 303 Laboratory/Field Experience: Junior High/Middle School (0-3 cr.) Laboratory or field experiences at the junior high or middle school level. (May be repeated). Corequisite with P 312 and P 313. Grade: S or F.

EDUC-M 310 General Methods (2 cr.) P: H 340 and P 250 block. An introduction to instructional design, media, and methodology appropriate to all teaching levels. Provides an orientation to lesson planning and curriculum development, classroom management and organization, theories of development, individual needs of children, cultural pluralism, legal rights and responsibilities of professionals, evaluation, parent involvement, individual elementary-age learning styles, use of technology, professional development, and characteristics of effective teachers. Taught concurrently with M 311 (elementary and special education).

EDUC-M 311 General Methods for Kindergarten and Elementary Teachers (1 cr.) P: H 340, P 250-P 251-M 201. Individual and interdisciplinary learning, methods, technology, diversity, assessment, teaching process and curriculum development, and organization of the elementary school. Fall sem., spring sem.

EDUC-M 314 General Methods for Senior High/Junior High/Middle School Teachers (3 cr.) P: H 340, P 312, P 313, M 303, W 200. Individualized and interdisciplinary learning methods, hardware and software, ethnic and minority factors, measurement and evaluation, teaching and curriculum development, and organization of the secondary school.

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: EDUC-E 241, M 310, M 311, M 301. Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades. Fall sem., spring sem., summer.

EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.) The selection, organization, guidance, and evaluation of individual and group art activities. Includes laboratory experiences with materials and methods of presenting projects. Fall sem., spring sem., summer.

EDUC M 401 Laboratory/Field Experience (0-3 cr.) An advanced laboratory/field experience in education (may be repeated).

EDUC-M 425 Student Teaching in the Elementary School (12 cr.) Classroom teaching and other activities associated with the work of a full-time elementary classroom teacher. One course may normally be taken concurrently if the responsibilities of the course do not interfere with the student teaching responsibilities. S/F grades are given. (Student teaching fee required.) Fall sem., spring sem.

EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.) P: M 314, M 301, and M 464. Concerns problems of teaching social studies, including the methods, procedures, devices, materials, and outstanding research in the field.

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.) P: M 314, M 301, and M 464. Concerns problems of teaching science, including the methods, procedures, devices, materials, and outstanding research in the field.

EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.) P: M 314, M 301, and M 464. Concerns problems of teaching English, including the methods, procedures, devices, materials, and outstanding research in the field.

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.) P: M 314, M 301, and M 464. Concerns problems of teaching mathematics, including the methods, procedures, devices, materials, and outstanding research in the field.

EDUC-M 464 Methods of Teaching Senior High/Junior High/Middle School Reading (3 cr.) C: M 301 and M 314. Curriculum, methods, and materials for teaching students to read more effectively in the subject content areas.

EDUC-M 470 Practicum: Student Teaching in Junior High/Middle School (1-6 cr.) P: S 486. Full-time supervised teaching in the student's primary certification area in an accredited junior high or middle school. Under the direction of the selected supervising teacher and with university-provided supervision, each student assumes responsibility for teaching in the cooperating school. Usually arranged on an extended semester with M 425 Student Teaching. (Practicum fee required.) Fall sem., spring sem.

EDUC-M 470 Practicum in Special Education (3 cr.) P: Consent of instructor. Closely supervised field experience in various areas of special education. (Practicum fee required.) Fall sem., spring sem.

EDUC-M 480 Student Teaching in the Secondary School (10 cr.) Under the direction of the supervising teacher, each student assumes responsibility for teaching in the student's own subject matter area in a cooperating secondary school. Requires a minimum of 10 weeks full time. Must be taken the same semester as secondary methods. (Student teaching fee required.)

EDUC-P 250 General Education Psychology (2 cr.) P: H 340 or F 200 (taken in spring 2007 or later) with a minimum grade of C (2.0). Elementary and special education majors must also pass the PPST and have a cumulative GPA of 2.5. The study and application of psychological concepts and principles as related to the teaching-learning process, motivation, intelligence, classroom management, measurement and evaluation, disability awareness, and multicultural components. Fall sem., spring sem.

EDUC-P 251 Educational Psychology for Elementary Teachers (2 cr.) P: H 340 with a minimum grade of C (2.0), a 2.5 cumulative GPA, and passing scores on the PPST (all sections). C: P 250 and M 201. The application of psychological concepts to school learning and teaching in the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped. Fall sem., spring sem.

EDUC-P 312 Learning: Theory into Practice (3 cr.) This course is concerned with understanding the process of teaching and learning, particularly within a secondary school context. Preservice teachers will be helped to see that learning takes place as an interaction of social, emotional, developmental, and cognitive forces. Units focus on theories of learning and teaching, motivation, the learning process, and assessment. Corequisite course is P 313 and M 303.

EDUC-P 313 Adolescents in a Learning Community (2 cr.) Adolescent development in a school context. Understanding adolescents as people and how they function in a community of learners, with particular emphasis on their interaction with others in a school environment marked by a diversity of cultural, social, and personal traits. Also, the role of the teacher in understanding and responding to adolescent needs in this environment. For students seeking admission to a teacher education program. Corequisite course is P 312 and M 303.

EDUC-P 407 Psychological Measurement in the Schools (3 cr.) P: P 250. Application of measurement principles in classroom testing; construction and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievement, and interests via standardized tests; school testing programs. Fall sem., spring sem., summer.

EDUC-Q 490 Research in Science Education (1-6 cr.)

EDUC-R 341 Multimedia in Instructional Design (3 cr.) This course is focused on the development of skills using the latest multimedia tools for instructional technology. Significant attention is paid to interface design, message design, and appropriate matching of media tools with specific goals and contexts.

EDUC-S 486 Principles of Junior High and Middle School Education (3 cr.) P: M 310. Background, purposes, and developing roles of the junior high school and middle school. Emphasizes the curriculum and its organization, the student activity program, and guidance. For all students planning to teach in junior high and middle schools. Includes field experience. Spring sem.

EDUC-S 490 Research in Secondary Education (1-3 cr.) Individual research. (Letter grade.)

EDUC-U 207 Leadership Training (1-3 cr.) Leadership development and training. Topics may include theories of leadership, group dynamics, organizational theory, and other issues of interest to current or potential student leaders.

EDUC-U 495 Seminar in Leadership Training (1-3 cr.) The theory and practice of group work, leadership techniques, communication, human relations, problem solving, and decision making (student leader course).

EDUC-W 200 Using Computers in Education (3 cr.) P: H 340. Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and programming. Review of and hands-on experience with educational software packages and commonly used microcomputer hardware. Fall sem., spring sem., summer.

EDUC-W 220 Technical Issues in Computer-Based Education (3 cr.) An examination of computer hardware and peripheral devices in classroom settings (e.g. networking, communications, and hypermedia). Understanding of educational applications of a programming or authoring language.

EDUC-W 310 Computer-Based Teaching Methods (3 cr.) Integration of educational technology into the school curriculum; methods of teaching computer literacy, computing skills, and programming at K-12 levels; principles of educational software design and evaluation; staff development techniques.

EDUC-W 410 Practicum in Computer-Based Education (3 cr.) The culminating experience for the computer endorsement. Either six weeks of full-time fieldwork or 12 weeks of half-time fieldwork in an educational setting that incorporates instructional computing.

EDUC-X 150 Reading/Learning Techniques I (1-3 cr.) Emphasis on mechanics of reading, flexibility in reading, styles of learning, listening comprehension, vocabulary development, word attack, reading comprehension, and reading rate. Contact the Student Development Center for more information.

EDUC-X 490 Research in Language Education (1-6 cr.) Individual research.

Education Graduate Courses — School of Education

EDUC-A 500 Introduction to Educational Leadership (3 cr.) Organization and structure of the school system; legal basis of school administration; agencies of administration and control; and standards for administration in the various functional areas. Summer and fall sem. Permission required.

EDUC-A 510 School-Community Relations (3 cr.) For teachers and school administrators. Characteristics of the community school; adapting the educational program to community needs; use of community resources in instruction; and planning school-community relations programs. Spring sem., summer. Permission required.

EDUC-A 590 Research in Educational Leadership (1-3 cr.) Individual research or study with an educational leadership faculty member, arranged in advance of registration.

EDUC-A 608 Legal Perspectives on Education (3 cr.) Overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organization, tort liability, school finance, and desegregation. Fall sem., summer. Permission required.

EDUC-A 625 Administration of Elementary Schools (3 cr.) For elementary administrators. Role of the principal as professional teacher in development and operation of school program. Fall sem. (Taught concurrently with A 627.) Permission required.

EDUC-A 627 Secondary School Administration (3 cr.) For secondary administrators. Teacher selection and promotion, program making, load, adjustment, pupil personnel, library, cafeteria, study organization, athletics, reports, and records. Fall sem. (Taught concurrently with A 625.) Permission required.

EDUC-A 635 Public School Budgeting and Accounting (3 cr.) Preparation and use of budget for a public school system as a controlling instrument for revenue, appropriations, expenditures, and unencumbered balances. Based on requirements of the Indiana and Kentucky laws and regulations. Summer. Permission required.

EDUC-A 638 Public School Personnel Management (3 cr.) P: A 500 or equivalent. The background, present conditions, and future directions of school personnel management; development and implementations of a school personnel management program; examination of problems and issues. Spring sem. Permission required.

EDUC-A 653 The Organizational Context of Education (3 cr.) P: A 500. Organizational factors examined in terms of impact on human behavior and student learning. The critical role of administrative policies and practices in shaping the organizational context. Alternative organizational designs and administrative strategies studied in terms of their effectiveness under specified conditions. Fall sem. Permission required.

EDUC-A 695 Practicum in School Administration (1-3 cr.) P: Permission of program coordinator. Provides closely supervised field experience in various areas of educational leadership. Fall sem., spring sem.

EDUC-E 506 Curriculum in Early Childhood Education (3 cr.) Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration among experiences in different academic areas. Fall sem.

EDUC-E 508 Seminar in Early Childhood Education (3 cr.) Seminar will be based upon current interests of students and will serve as a means of synthesizing their experiences. An interdisciplinary approach will be taken to explore current issues and problems in early childhood education, current happenings as they relate to the issues, and major research efforts to support programs. Summer.

EDUC-E 514 Workshop in Elementary Language Arts (1-3 cr.) Means for improving the teaching of language arts in the elementary school. Student evaluated on S/F basis only.

EDUC-E 515 Workshop in Elementary Reading (1-3 cr.) Means for improving the teaching of reading in the elementary school. Student evaluated on S/F basis only.

EDUC-E 516 Workshop in Elementary Science (1-3 cr.) Means for improving the teaching of science in the elementary school. Letter grade only. Summer.

EDUC-E 518 Workshop in General Elementary Education (1-3 cr.) Individual or group study of problems within the field of elementary education. Student evaluated on S/F basis only. Fall sem., spring sem., summer.

EDUC-E 524 Workshop in Early Childhood Education (3 cr.) Individual and group study of the problems of nursery school and kindergarten education. Student evaluated on S/F basis only. Spring sem.

EDUC-E 536 Supervision of Elementary School Instruction (3 cr.) Modern concepts of supervision and the evaluation processes through which they have emerged. Supervisory work of the principal and supervisor or consultant. Study of group processes in a democratic school system. Spring sem. (Taught concurrently with A 655.) Permission required.

EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.) For experienced teachers. Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for the whole language classroom.

EDUC-E 547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.) For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.) Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.) Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials.

EDUC-E 590 Research in Elementary Education (cr. arr.) Individual research or study with a faculty member, arranged in advance of registration.

EDUC-F 500 Topical Explorations in Education (1-3 cr.) Variable title for experimental courses.

EDUC-G 500 Orientation to Counseling (3 cr.) Focus is on the student, self-concept, interpersonal relationship skills, and an overview of the field of counseling. Philosophical, ethical, and social cultural basis of helping relationships. Fall sem., spring sem., summer.

EDUC-G 504 Counseling Theory and Techniques II (3 cr.) Requires acceptance into the clinical cohort. Analysis of major behavioral and family counseling theories emphasizing didactic and experimental activities designed to model application of process, procedures, and techniques of behavior and family approaches to professional practice.

EDUC-G 505 Individual Appraisal: Principles and Procedures (3 cr.) Requires acceptance into the clinical cohort. An analysis of statistical, psychometric, sociometric, and clinical principles crucial to professional interpretation

of standardized and informal data regarding individual clients. Current issues and controversies about ethnic, sex, cultural, and individual differences will be examined. Summer.

EDUC-G 507 Lifestyle and Career Development (3 cr.) Requires acceptance into the clinical cohort. Includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision processes, and career development exploration techniques. Summer.

EDUC-G 523 Laboratory in Counseling (3 cr.) Requires acceptance into the clinical cohort. Laboratory experience in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in a laboratory setting. Fall sem.

EDUC-G 524 Practicum in Counseling (3 cr.) Requires acceptance into the clinical cohort. C: G 532. Closely supervised counseling practice with clients in selected mental health or school settings. (Practicum fee required.) Spring sem.

EDUC-G 532 Introduction to Group Counseling (3 cr.) Requires acceptance into the clinical cohort. An introduction to group counseling with focus on historical development, fundamentals of group theory and process, styles of leadership behavior, membership responsibility, stages of group development, and ethical issues. Spring sem.

EDUC-G 542 Organization and Development of Counseling Programs (3 cr.) Requires acceptance into the Clinical Cohort. Environmental and population needs assessment for program planning. Procedures for counseling program development and accountability/evaluation. Fall sem.

EDUC-G 550 Internship in Counseling (3 cr.) Requires acceptance into the clinical cohort. Counseling experience in actual agency or school situation. Under direction and supervision of the counselor, students practice counseling, interviewing, in-service training, orientation procedures, and data collection. May be repeated, not to exceed a total of 12 credit hours, with consent of School of Education. Fall sem., spring sem.

EDUC-G 562 School Counseling: Interventions, Consultation, and Program Development (3 cr.) Requires acceptance into the clinical cohort. Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling. Spring sem.

EDUC-G 570 Human Sexuality (3 cr.) This is an introductory graduate-level course dealing with all areas of human sexuality that a person might encounter in day-to-day living. Topics will include sexual terminology, the human body, expressing our sexuality, heterosexuality, homosexuality, pornography, sex education, sex offenses, sexual dysfunction, and sex therapy. Fall, spring, and summer.

EDUC-G 575 Multicultural Counseling (3 cr.) Requires acceptance into the clinical cohort. This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. Fall sem.

EDUC-G 585 Contemporary Issues in Counseling (3 cr.) Requires acceptance into the clinical cohort. Focuses on the goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, and role identity of counselors and other personnel services specialists. Students will conduct research on emerging developments reported in the counseling literature. Summer.

EDUC-G 590 Research in Counseling (1-3 cr.) P: Consent of instructor. Individual research for students in the clinical cohort or post masters counseling students..

EDUC-G 592 Seminar in Drug and Alcohol Abuse Prevention (3 cr.) Introduction to etiology and symptomology of drug/alcohol abuse and methods of prevention or remediation. Includes dynamics of adult children of alcoholics/abusers and families of abusers. Summer and spring.

EDUC-G 596 Counseling Supervision (3 cr.) Limited to postmaster's students in counseling. Introduction to counseling supervision theory, methods, and techniques. Special attention to ethical and legal obligations. Closely directed experience in supervising beginning graduate students.

EDUC-H 520 Education and Social Issues (3 cr.) Identification and analysis of major problems set for education by the pluralistic culture of American society. Fall sem., spring sem., Summer.

EDUC-H 553 Travel Study (1-5 cr.) Provides an opportunity to visit historical and cultural areas of the United States and many foreign countries. Credit arranged.

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.) Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied. Fall sem., spring sem.

EDUC-J 511 Methods of Individualizing Instruction (3 cr.) Students will critically examine several approaches to individualizing instruction. Emphasis is on developing strategies for determining characteristics of the learner and on creating a variety of classroom strategies designed to individualize learning (K-12). Course project is development of classroom instructional materials, in-service program design, or proposal for research.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education. Fall sem., spring sem., summer.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr.) P: Permission of instructor. This course focuses on the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in various academic areas such as reading and mathematics. Fall sem. Prerequisite courses require minimum grade of B (or B– if taken at undergraduate level) and good standing in the program

EDUC-K 544 Education of the Socially and Emotionally Disturbed II (3 cr.) P: K 343 or K 543. Permission of instructor. Definitions, classifications, and diagnostic treatment procedures discussed from medical, psychological, sociological, and educational points of view. Spring sem.

EDUC-K 553 Management of Academic and Social Behavior (3 cr.) Surveys principles of behavior management as they pertain to educational environments. Students will learn how to define, observe, measure, record, and change academic and social behavior. Spring sem., summer.

EDUC-K 588 Supervised Teaching in Special Education (3 cr.) P: Permission of instructor. Provides for an opportunity to student teach in ED, EMR, or LD classrooms. Fall sem., spring sem., summer (if sites are available). Prerequisite courses require minimum grade of B (or B– if taken at undergraduate level) and good standing in the program.

EDUC-K 590 Research in Special Education (1-3 cr.) R: Permission of instructor. Individual research.

EDUC-K 590A Partnerships (3 cr.) P: Consent of instructor. Active exploration of community, social agencies, school, and family as stakeholders and contributors to services for students with exceptional needs. Collaboration, consultation, conflict resolution, and grant initiatives.

EDUC-K 490B, C, D Assistive Technology, TBI, Autism, Functional Curriculum (1 cr.) P: Consent of instructor. Study of nature and needs of students with traumatic brain injury, autism, and related conditions. Overview of age-appropriate skills likely to increase the ability of students with exceptional needs to function in present and future environments. Study of low and high assistive technology for routine and customized access to general education curriculum.

EDUC-K 590E Methods for High Incidence (3 cr.) P: Consent of instructor. Application of research-based best practices in designing, delivering, and monitoring specialized instruction for students with exceptional needs across settings. Instruction focusing on general education outcomes with or without adaptations and modifications.

EDUC-K 590F Advanced Survey of Exceptional Needs (3 cr.) P: K 505 or permission of instructor. Causation, defining characteristics, instructional implications, and cultural and family impact of high incidence disabilities.

EDUC-K 595 Supervised Teaching in Special Education (3 cr.) P: Consent of instructor. Provides for closely supervised field experiences in various areas of special education.

EDUC-L 511 Advanced Study in the Teaching of Writing in Elementary Schools (3 cr.) The study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in elementary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress (growth) in writing.

EDUC-L 512 Advanced Study in the Teaching of Writing in the Secondary Schools (3 cr.) The study of trends, issues, theories, research, and practice in the teaching and evaluation of written composition in secondary schools. The emphasis is on alternative methods for the teaching of writing and for the evaluation of progress (growth) in writing.

EDUC-L 530 Topical Workshop in Language Education (1-6 cr.).

EDUC-L 535 Teaching Adolescent Literature (3 cr.) What adolescent literature is, how it has changed since its inception, and how adolescent processes are related to reader needs and interests. Designed to provide the secondary classroom teacher with training in how this relatively new genre of literature can be incorporated into instructional programs.

EDUC-L 559 Trade Books and the Teacher (3 cr.) A comprehensive survey of children's literature covering the major authors and their works; special emphasis is given to picture books, poetry, biography, the classics, holiday books, series books, nonfiction books, periodicals, popular culture, and six aspects of bibliotherapy.

EDUC-M 500 Integrated Professional Seminar (1 cr.) This seminar is linked to courses and field experiences included in the Transition to Teaching (T2T) program. It will allow for collaboration among school-based mentors, university-based instructors, and T2T candidates in offering academic content appropriate to the program. The seminar will provide a technology-rich and performance-based professional experience. This course has a fee attached.

EDUC-M 501 Clinical Experience for ESL/ENL License

EDUC-M 514 Workshop in Social Studies Education (3 cr.) Special topics in methods and materials for improving the teaching of social studies in middle, junior high, and high school. May be repeated.

EDUC-M 550 Graduate Practicum (Special Education or Kindergarten or Junior High/Middle School) (3-6 cr.) P: Characteristics and methods courses with a minimum grade of B (3.0), and permission of instructor. Education practicum fee required. This course provides teaching experience in an accredited school. Student evaluated on S/F basis only. Fall sem., spring sem., summer (if sites are available).

EDUC-N 517 Advanced Study in the Teaching of Secondary School Mathematics (3 cr.) P: Completion of an undergraduate methods course and teaching experience, or permission of instructor. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of essentials of content. Developing mathematics programs for specific school situations.

EDUC-N 518 Advanced Methods in the Teaching of Middle/Junior High School Mathematics (3 cr.) Combines theory of learning, curriculum development, and research in the teaching of middle/junior high school mathematics with instructional strategies. Use will be made of the laboratory and student experiences. Special attention will be given to establishing valid foundations on which to build instructional strategies.

EDUC-N 523 Workshop in Elementary Mathematics (1-6 cr.) Means for improving the teaching of mathematics in the elementary school. One credit hour is offered for each week of full-time work.

EDUC-N 524 Workshop for Junior/Senior High School Mathematics Teachers (1-3 cr.) For experienced teachers. Ideas on curriculum trends and teaching techniques; recent source materials; analysis of problems; development of new educational materials. One (1) credit hour is offered for each week of full-time work.

EDUC-N 543 Advanced Study in the Teaching of Mathematics (3 cr.) Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC-P 507 Assessment in Schools (3 cr.) This course is an introductory assessment course for teachers and school administrators. Topics of study include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data based in school.

EDUC-P 510 Psychology in Teaching (3 cr.) Basic study of psychological concepts and phenomena in teaching. Analysis of representative problems and of the teacher's assumptions about human behavior and its development. Fall sem., spring sem., summer.

EDUC-P 515 Child Development (3 cr.) Major theories and findings concerning human development from birth through the elementary years as they relate to the practice of education. Topics include physical development, intelligence, perception, language, socioemotional development, sex role development, moral development, early experience, research methods, and sociodevelopmental issues relating to education.

EDUC-P 516 Adolescent Behavior and Development (3 cr.) Research and theory related to adolescents in the intellectual, physical, social-personal, and emotional areas of development. Summer.

EDUC-P 570 Managing Classroom Behavior (3 cr.) An analysis of pupil and teacher behaviors as they relate to discipline. Attention is given to the development of such skills as dealing with pupils' problems and feelings, behavior modification, reality therapy, assertiveness in establishing and maintaining rules, and group processes. Designed for teachers, administrators, and pupil personnel workers.

EDUC-Q 450 Science, Technology and Society in a Changing World (3 cr.) Critical perspectives on the social aspects of science and technology in our lives in the world around us, and throughout history. Issues include economic development, the environment, communication and war.

EDUC-Q 514 Workshop in Junior High School/Middle School Science (1-3 cr.) For experienced teachers. Ideas on curriculum trends and instructional techniques; new resource materials; development of new educational materials; and analysis of problems.

EDUC-Q 540 Teaching Environmental Education (3 cr.) For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

EDUC-Q 550 Science, Technology and Society in a Changing World (3 cr.) Critical perspectives on the social aspects of science and technology in our lives in the world around us, and throughout history. Issues include economic development, the environment, communication and war.

EDUC-Q 590 Independent Study in Science Education (1-3 cr.) Individual research or study with a science education faculty member, arranged in advance of registration.

EDUC-R 505 Workshop in Instructional Systems Technology (1-6 cr.) Topical workshops on selected media/technology emphasizing hands-on experience. Content will vary; e.g., multimedia, microcomputers, simulations/games.

EDUC-R 531 The Computer in Education (3 cr.) The focus of this course is general. Participants will investigate numerous uses to be made of technology in the educational environment to promote pupil learning and also to advance teacher personal productivity. The students will explore software in Macintosh environments. There are no prerequisites for this course. It can also serve as a good introductory course for any teacher wishing to become literate in the use of educational technology.

EDUC-S 505 The Junior High and Middle School (3 cr.) Role of the junior high school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration. Not open to students who have taken Education S 486.

EDUC-S 508 Problems in Secondary Education (1-3 cr.) Group analysis of a common problem in the field of secondary education. May be repeated.

EDUC-S 512 Workshop in Secondary Education: (variable title) (1-6 cr.) Individual and group study of issues or concerns relating to the field of secondary education. Workshop format.

EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary Schools (3 cr.) For secondary teachers. The developmental reading program in secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

EDUC-S 516 Advanced Study in the Teaching of Secondary School English Language Arts (3 cr.) For experienced English teachers. Current methods and materials for junior high and secondary school English courses; guiding reading to meet literary, historical, vocational, or scientific interests.

EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3 cr.) For science teachers. Improved techniques, current literature, textbooks, and free and low-cost materials. Solutions to specific practical problems confronting science teachers in the classroom and laboratory.

EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) For experienced teachers. Restudying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations.

EDUC-S 590 Research in Secondary Education (1-3 cr.) Individual research or study with a faculty member, arranged in advance of registration. (Graded S/F.)

EDUC-S 655 Supervision of Secondary School Instruction (3 cr.) The role and functions of supervisors; the modern concept of supervision; techniques of supervision; improvement of teaching procedures; and new trends in organization of instruction. Spring sem. (Taught concurrently with E 536.) Permission.

EDUC-W 505 Professional Development Workshop: (specific title) (1-6 cr.) Workshop to meet specific professional needs.

EDUC-W 506 Using the Internet in K-12 Classrooms (3 cr.) Students will gain experience in utilizing the primary Internet communication media; read, discuss, and report on how these technologies can be used with K-12 students; create and upload an educational Web site; locate and use interactive online education Web sites and educational games; write a paper outlining a series of Internet-based activities they will use with their students.

EDUC-W 520 Technical Issues in Computer-Based Education (3 cr.) P: W 200 or R 531 or consent of instructor. An examination of computer hardware and peripheral devices in classroom settings (e.g., networking, communications, and hypermedia). Understanding of educational applications of programming.

EDUC-W 540 Computer-Based Teaching Methods (3 cr.) P: W 200 or R 531. Integration of educational technology into the school curriculum; methods of teaching computer literacy, computing skills, and resources at K-12 levels; principles of educational software design and evaluation; staff development techniques.

EDUC-W 551 Education and Psychology of the Gifted and Talented (3 cr.) Develops an understanding of the nature and needs of gifted and talented individuals. Emphasizes gifted and talented identification and selection strategies, characteristics, and educational opportunities.

EDUC-W 552 Curriculum for the Gifted and Talented (3 cr.) Describes and evaluates gifted and talented curricular theories and models as well as traditional subject matter modifications. Also critically examines implementation and organization of programs.

EDUC-W 553 Methods and Materials for the Gifted and Talented (3 cr.) Concentrates on the teaching techniques that benefit the gifted learner. Teacher and learner styles are discussed as well as those skills necessary to deal adequately with these students. The course also examines selection, development, and evaluation of materials for use with the gifted student.

EDUC-W 595 Practicum: Gifted and Talented (3 cr.) Provides supervised field experience with gifted and talented learners. Participants will be given responsibility for planning, directing, and evaluating activities for gifted students.

EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.) P: E 545, S 514 or other graduate level reading course, and P 507 or permission of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

EDUC-X 525 Practicum in Reading (3 cr.) P: E 545, X 504, and other courses required for reading certification program, three years of teaching experience, and/or permission of the instructor. Diagnostic testing, remedial classroom teaching, compiling student records, and working with groups and individuals under supervised conditions. Application required.

EDUC-X 590 Research in Reading (1-3 cr.) Individual research or study with a faculty member, arranged in advance of registration.

EDUC-Y 611 Qualitative Inquiry in Education (3 cr.) P: Consent of instructor. Examination of qualitative approaches to educational inquiry (e.g., case study, naturalistic inquiry, educational anthropology, educational connoisseurship and criticism). Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies.

Electrical and Computer Engineering Technology (ECET) Purdue

ECET 107 Introduction to Circuit Analysis (4 cr.) C: MATH-M125. Voltage, current, resistance, Ohm's law, Kirchhoff's laws, resistance combinations, and Thevenin's, Norton's and superposition theorems are studied. DC and AC sources are studied and utilized with basic AC terminology described. The performance of ideal transformers, capacitors and inductors, and first order RLC circuits are investigated. Fundamental analog circuits are utilized in the lab to enhance the understanding of basic laws and theorems.

ECET 109 Digital Fundamentals (3 cr.) C: CPT 135 or departmental approval. Introduces basic gate and flip-flop logic devices and their application in combinational and sequential digital circuits. Topics include decoders,

displays, encoders, multiplexers, and registers. Logic circuit analysis, implementation of circuits using standard IC chips or programmable logic devices, circuit testing and troubleshooting are emphasized.

ECET 157 Electronics Circuit Analysis (4 cr.) P: EET 107, MATH-M125, CPT 135. Diodes, various discrete and IC regulated power supplies, transistor biasing techniques, and characteristics of small signal amplifiers are studied. Computer-aided analysis of circuits.

ECET 159 Digital Applications (4 cr.) P: EET 107 and 109. Study of combinational/sequential digital applications. Input and output characteristics of the various common logic families and the appropriate signal conditioning techniques for on/off power interfacing are discussed.

ECET 196 Exploring EET (2 cr.) Practical experiences to teach techniques for proper and safe use of basic hand and machine tools are introduced. The process of fabricating PCB's and introductory processes for using plastic and metal to fabricate custom parts are presented.

ECET 209 Introduction to Microprocessors (4 cr.) P: EET 159 and CPT 175 or equivalent. An introduction to microprocessor hardware and software. Assembly language instructions and programming, troubleshooting and input/output techniques are studied. Computer-based program editing & assembly techniques are used.

ECET 207 AC Electronics Circuit Analysis (4 cr.) P: EET 157; MATH-M126. Circuit laws, network theorems, and fundamental concepts of Fourier analysis are applied and used in the study of topics such as passive filters, IC filters, amplifiers, resonant circuits, single phase and three phase circuits, and elementary magnetic circuits.

ECET 231 Electrical Power and Controls (4 cr.) P: MATH 221 & PHYS-P201. C: EET 257. This course introduces magnetic materials and properties followed by analysis of transformers and power conditioning equipment, induction motors, and signal-phase and three-phase power systems.

ECET 257 Power and RF Electronics (4 cr.) P: EET 207. Applies circuit analysis techniques to amplifiers used in power and RF electronics. Topics include bipolar transistors, thyristors, RF oscillators, AM/FM modulation, phase lock loops & frequency synthesis. Computer aided analysis of circuits is used.

ECET 297 Electronic System& Design Fabrication (4 cr.) P: EET 196, 159, 207. Introduces project planning and basic concepts in electronic design automation (EDA). The student develops the project from an engineering rough sketch to a finished and tested printed circuit board by utilization of EDA.

ECET 302 Introduction to Control Systems (4 cr.) P: EET 231. This first course in industrial controls is applications-oriented and includes on-off type open and closed-loop control systems, and analog-based systems. Major topics include relay and programmable controller-based systems.

ECET 304 Introduction To Communication Systems (4 cr.) The theory and techniques of sending information (voice, music, data, etc.) from one location to another is studied. This includes signal analysis, AM, FM, and PM, modulation techniques, transmitters, receivers, networks, filters, and antennas through the VHF frequency spectrum. In addition, transmission lines, wireless communication, digital communication, and special topics of current interest are introduced. This course also incorporates a student-based communication system design laboratory.

ECET 307 Analog Signal Processing (4 cr.) P: ECET 257 and MATH 222. An advanced course in network analysis that stresses network theorems and solutions of time-domain and frequency-domain problems.

ECET 309 Advanced Embedded Microcontrollers (4 cr.) P: ECET 209. This course emphasizes the advanced applications of embedded microcontrollers, including microcontroller architecture, use of advanced programmable conuter/timer arrays, analog interfaces, serial communication, and other peripherals. A variety of microcontroller hardware is utilized.

ECET 396 Project Development and Management (4 cr.) P: AS degree and ECET 296 and 307; C: ECET 304. This course is a structured course in electronic projects, with an emphasis on planning and design alternatives to meet cost, performance and user-interface goals. A software tool is utilized for project management. Students work in teams to solve problem assignments using guided design techniques. Creativity is stressed and the different approaches taken by different teams is compared and discussed.

ECET 480 Professional Issues In EET (1 cr.) This course addresses professional ethics, legal issues, professional development, technology transfer, and corporate culture as they relate to graduating EET students. Information relating to personal job and career choices, resumes, and interviewing are included.

ECET 496 Project Design and Development, Phase I (1 cr.) An extensive individual or small-group design project is carried out with guidance from a faculty advisor. Phase I includes determining customer requirements, considering design alternatives, and issuing a formal project proposal. Software scheduling tools are used extensively. The course concludes with a report and demonstration of functionality of individual hardware and software design blocks.

ECET 497 Project Design And Development, Phase II0 (1 cr.) This conclusion of the design project begun in ECET 496 emphasizes system integration and testing. The course concludes with a formal demonstration of and oral presentation on the finished product and a written report on the final design.

English (ENG) School of Arts and Letters

Courses in Writing

ENG-W 100 Developmental Composition (3 cr.) P: Placement according to the IU Southeast English placement process. Emphasizes writing paragraphs and larger compositions; learning and practicing forms of academic writing; developing varied sentence structure; review of mechanics and usage. This is a student development course, and credit for this course does not apply toward a degree.

ENG-W 130 Principles of Composition (3 cr.) P: Placement according to the IU Southeast English Placement Process. For students who need a semester of writing instruction before taking W 131. Practice in writing papers for a variety of purposes and audiences. Attention to sentence and paragraph structure.

ENG-W 131 Elementary Composition (3 cr.) P: Placement. Engagement with the writing process, from brainstorming to drafting to peer editing to proofreading. Focuses on language use, strategies of organization, handling of primary and secondary evidence (a short research essay is required).

ENG-W 203 Creative Writing (3 cr.) P: W 131 with a grade of C or higher. Exploratory course in writing in which students write both poetry and fiction. Taught as a workshop. May be repeated once for credit. May not be counted twice for the major.

ENG-W 207 Introduction to Fiction Writing (3 cr.) P: W 131 with a grade of C or higher. An introduction to the techniques and principles of fiction writing. Written assignments, workshop discussions of student work in progress, seminar study of classic and contemporary examples of the genre.

ENG-W 231 Professional Writing Skills (3 cr.) P: W 131 with a grade of C or higher or equivalent. To develop writing skills requisite for most professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing business and professional memos, letters, reports, and proposals. This course does not count toward the humanities distribution requirement for B.A. candidates.

ENG-W 234 Technical Report Writing (3 cr.) P: W 131 with a grade of C or higher. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics.

E**NG-W 270 Argumentative Writing (3 cr.)** P: W 131 with a grade of C or higher. Offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertion and convincing arguments.

ENG-W 290 Writing in the Arts and Sciences (3 cr.) P: W 131 with a grade of C or higher. An introduction to academic writing as a means of discovery and record. Study of and practice in the procedures, conventions, and terminology of the humanities, social sciences, and natural sciences. Research-intensive.

ENG-W 300 Writing for Teachers. P: W 131 with a grade of C or higher. The study of writing in relation to the teaching of writing in the schools. Students will evaluate their own writing strengths and weakness and complete a series of writing assignments meant to improve their writing skills. Additionally, students will read current, selected works in composition theory and learn how to apply their new understandings about writing to various teaching situations.

ENG-W 301 Writing Fiction (3 cr.) P: W 203. May be repeated once for credit. May not be counted twice for the major.

ENG-W 303 Writing Poetry (3 cr.) P: W 203. May be repeated once for credit. May not be counted twice for the major.

ENG-W 310 Language and the Study of Writing (3 cr.) P: W 131 with a grade of C or higher. Designed as an introduction to the logical foundation and rhetorical framework of effective writing.

ENG-W 311 Writing Creative Nonfiction (3 cr.) P: W 203 or submission of acceptable manuscripts to instructor in advance of registration. Writing workshop in such modes as personal essay, autobiography, or documentary. May be repeated once. May not be counted twice for the major.

ENG-W 315 Writing for the Web (3 cr.) P: W 131 with a grade of C or higher. This course introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers—hypertext, electronic mail, and computer conferencing—and explores what impact these new forms will have on literacy skills for writers and readers of such computer-delivered texts.

ENG-W 350 Advanced Expository Writing (3 cr.) P: W 131 with a grade of C or higher or equivalent. Close examination of assumptions, choices, and techniques that go into a student's own writing and the writing of others.

ENG-W 395 Individual Study of Writing (1-3 cr.) P: Consent of instructor. Exercise in the study of written expression and communication in informative, persuasive, or imaginative writing. May be repeated once for credit. May not be counted twice for the major.

ENG-W 398 Internship in Writing (1-3 cr.) P: Consent of instructor. Internship in the University Writing Center, designated IU Southeast offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

ENG-W 401 Advanced Fiction Writing (3 cr.) P: 6 credit hours in W 203, W 301, or submission of acceptable manuscripts to instructor in advance of registration. May be repeated once for credit. May not be counted twice for the major.

ENG-W 403 Advanced Poetry Writing (3 cr.) P: 6 credit hours in W 203, W 303, or submission of acceptable manuscripts to instructor in advance of registration. May be repeated once for credit. May not be counted twice for the major.

ENG-W 405 Writing Prose Nonfiction (3 cr.) P: W 290 with a grade of C or higher. A writing workshop in nonfiction prose. Students complete an extended inquiry project (estimated 15 pages) and a reflective essay on themselves as writers, specific topics to be approved by the instructor. Intensive daily participation and interactive peer review of work in progress.

ENG-W 410 Indiana Writing Workshop (2 cr.) P: Acceptance to Indiana Writer's Conference. Intensive training in various forms of writing. May be counted as an elective within the major and repeated once for credit. May not be counted twice for the major.

ENG-W 411 Directed Writing (1-3 cr.) Description of project as assigned by instructor consenting to direct it. Individual critical projects worked out with faculty member. Credit varies with scope of the project.

ENG-W 420 Argumentative Writing (3 cr.) P: W 131 with a grade of C or higher. Presents argument as a process of inquiry. Applies critical and creative thinking to analyzing and composing effective argument. Addresses contexts and ideologies as a component of audience receptivity to ideas. Writers form and test ideas from pluralistic perspectives on controversial issues about which reasonable people disagree, including culture-sensitive issues such as gender, race, ethnicity, etc.

ENG-W 490 Writing Seminar (3 cr.) P: Completion of 9 credit hours of writing beyond W 131. A capstone writing seminar. Students will do one major and one minor project in nonfiction prose and either poetry or fiction. The major project is mentored by the instructor and another IU Southeast faculty member or professional outside of IU Southeast and is presented publicly to students, IU Southeast faculty, and mentors. Students will also complete a reflective essay on themselves as writers.

ENG-W 497 Independent Study in Writing (3 cr.) Creative writing seminar or capstone course.

ENG-W 498 Internship in English (S/F grading) (1-3 cr.) P: Consent of instructor. Supervised experience in editing departmentally based journal or allied publication. May be counted as an elective within the major; only 3 credit hours may count toward the major.

ENG-W 500 Teaching Composition: Issues and Approaches (4 cr.) P: Graduate standing. Consideration of fundamental issues in the teaching of writing and the major approaches to composition instruction. Specific topics

include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

Courses in English Language

ENG-G 205 Introduction to the English Language (3 cr.) P: W 131 with a grade of C or higher. Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular. Required of students preparing to teach English in secondary schools.

ENG-G 207 English Grammar and Usage (3 cr.) P: W 131 with a grade of C or higher. A brief look at English grammar, with emphasis upon current American usage; students will review verb usage, subject-verb agreement, pronoun usage, modifier usage, punctuation, and sentence structure. This course does not count toward the humanities distribution requirement for B.A. candidates.

ENG-G 301 History of the English Language (3 cr.) P: W 131 with a grade of C or higher. Historical and structural analysis of English language in stages of its development. Political and social events affecting development of language, interrelationship of language and literature, evolution of modern phonology and syntax.

Courses in Literature

ENG-L 101-L 102 Western World Masterpieces I-II (3-3 cr.) P or C: W 131. Literary masterpieces from Homer to present. Aims to teach thoughtful intensive reading, to introduce aesthetic values in literature, and to bring about awareness of the enjoyment derived from reading.

ENG-L 104 Introduction to Fiction (3 cr.) Introduction to representative fiction and theories for interpreting fiction.

ENG-L 107 Oriental World Masterpieces (3 cr.) Literary masterpieces from the Arabic, Persian, Indian, Japanese, Chinese, and Malay cultures.

ENG L 140 Introduction to English Studies (3 cr.) A comprehensive orientation to the field of English studies. In addition to providing academic advising, the course offers an overview of our curriculum, which includes our two concentrations in writing and literature, career opportunities related to the degree, and the kinds of reading, writing, and oral skills that are needed for success as a major and in a variety of professions.

ENG-L 202 Literary Interpretation (3 cr.) Close analysis of representative texts (poetry, drama, fiction) designed to develop art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

ENG-L 203 Introduction to Drama (3 cr.) Representative group of significant plays to acquaint students with characteristics of drama as a type of literature.

ENG-L 204 Introduction to the Novel and Short Story (3 cr.) Representative works of fiction; stresses structural technique in the novel, theories and kinds of fiction, and thematic scope of the novel.

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

ENG-L 207 Women and Literature (3 cr.) Issues and approaches to critical study of women writers and treatment in British and American literature.

ENG-L 210 Studies in Popular Literature and Mass Media (3 cr.) Popular literary modes in England and America, such as detective, western, fantasy; history and theories of "mass" or "popular" culture; uses of literacy. Literary analysis of particular mass media forms, including television drama. Topic varies.

ENG-L 220 Introduction to Shakespeare (3 cr.) A survey of Shakespeare's greatest plays and poems.

ENG-L 230 Science Fiction (3 cr.) Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

ENG-L 240 Literature and Public Life (3 cr.) Study of the ethical relationship between literature and public life.

ENG-L 295 American Film Culture (3 cr.) Film in relation to American culture and society. Topic varies. Works of literature may be used for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture.

ENG-L 297 English Literature to 1600 (3 cr.) Representative selections, with emphasis on major writers from Chaucer to Shakespeare and on their cultural context.

ENG-L 298 English Literature from 1600 to 1830 (3 cr.) Representative selections, with emphasis on major writers from Donne to Byron and on their cultural context.

ENG-L 299 English Literature since 1830 (3 cr.) Representative selections, with emphasis on major writers from Carlyle to the present and on their cultural context.

ENG-L 303 Medieval English Literature in Translation (3 cr.) Literature and civilization of medieval England. Selected works from Old and Middle English with attention to their relations with art, history, and other aspects of medieval culture.

ENG-L 305 Chaucer (3 cr.) Chaucer's works, with special emphasis on The Canterbury Tales.

ENG-L 308 Elizabethan Drama and Its Background (3 cr.) English drama from Middle Ages to 1642; principal Elizabethan and Caroline dramatists and their best plays.

ENG-L 309 Elizabethan Poetry (3 cr.) Major Elizabethan poets, with special attention to Spenser.

ENG-L 313 Early Plays of Shakespeare (3 cr.) Close reading of at least seven early plays of Shakespeare. ENG-L 314 Late Plays of Shakespeare (3 cr.) Close reading of at least seven later plays of Shakespeare. ENG-L 317 English Poetry of the Early Seventeenth Century (3 cr.) Chief poets in England, 1600-1660.

ENG-L 318 Milton (3 cr.) Poetry and prose of John Milton, with special attention to Paradise Lost, Paradise Regained, and Samson Agonistes.

ENG-L 320 Restoration and Early Eighteenth-Century Literature (3 cr.) Major poetry and prose, 1660-1730, with emphasis on Dryden, Swift, and Pope.

ENG-L 327 Later Eighteenth-Century Literature (3 cr.) Major poetry and prose, 1730-1800, with emphasis on Johnson and Boswell.

ENG-L 328 Restoration and Eighteenth-Century Drama (3 cr.) Development of English drama from the Puritan closing of playhouses to the beginning of the nineteenth century.

ENG-L 329 Romantic Literature (3 cr.) Major Romantic writers, with emphasis on two or more of the following: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats.

ENG-L 330 Major Romantic Writers II (3 cr.) Major Romantic writers of the second generation, with emphasis on Byron, Shelley, Keats, and their associates.

ENG-L 335 Victorian Literature (3 cr.) Major poetry and prose, 1830 to 1900, studied against the social and intellectual backgrounds of the period.

ENG-L 345 Twentieth-Century British Poetry (3 cr.) Modern poets, particularly Yeats, Eliot, and Auden; some later poets may be included.

ENG-L 346 Twentieth-Century British Fiction (3 cr.) Modern fiction, its techniques and experiments, particularly Joyce, Lawrence, and Woolf; some later novelists may be included.

ENG-L 347 British Fiction to 1800 (3 cr.) Forms, techniques, and theories of fiction as exemplified by such authors as Defoe, Richardson, Fielding, Smollett, and Sterne.

ENG-L 348 Nineteenth-Century British Fiction (3 cr.) Forms, techniques, and theories of fiction as exemplified by such romantic and Victorian authors as Scott, Dickens, Eliot, and Hardy.

ENG-L 351 American Literature to 1865 (3 cr.) American writers to 1865: Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.

ENG-L 352 American Literature, 1865-1914 (3 cr.) American writers, 1865-1914: Mark Twain, Dickinson, James, and two or three additional major writers.

ENG-L 354 American Literature since 1914 (3 cr.) American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers.

ENG-L 355 American Novel: Cooper to Dreiser (3 cr.) Representative nineteenth-century American novels.

ENG-L 356 American Poetry to 1900 (3 cr.) Includes the work of Bradstreet, Taylor, the Fireside Poets, Poe, Emerson, Whitman, Dickinson, and Stephen Crane.

ENG-L 357 Twentieth-Century American Poetry (3 cr.) American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell.

ENG-L 358 Twentieth-Century American Fiction (3 cr.) American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow.

ENG-L 360 American Prose (Excluding Fiction) (3 cr.) P: W 131 with a grade of C or higher. Major nonfiction prose forms, including the essay, the journal, and the sermon, as well as the literary aspects of biography, criticism, and historical writing.

ENG-L 363 American Drama (3 cr.) Main currents in American drama to the present.

ENG-L 365 Modern Drama: Continental (3 cr.) Special attention to Ibsen, Chekhov, Pirandello, Brecht, and Sartre.

ENG-L 366 Modern Drama: English, Irish, and American (3 cr.) Special attention to Shaw, Synge, O'Neill, Williams, and Albee.

ENG-L 367 -L 368 Literature of the Bible I-II (3-3 cr.) The Bible as a great masterpiece of literature. I. Old Testament. II. The Acts, the Apocrypha, New Testament gospels.

ENG-L 369 Studies in British and American Authors (3 cr.) Individual authors, topics may vary. ENG-L 371 History of Criticism (3 cr.) Literary criticism from ancient to modern times.

ENG-L 370 Recent Black American Writing (3 cr.) Exploration of the most recent black American authors, analyzing the ways in which these authors interpret their human condition and aesthetically analyzing how the authors use the tools of their craft to develop their themes.

ENG-L 373 Interdisciplinary Approaches to English and American Literature (3 cr.) Social, political, and psychological studies in English and American literature, 1890 to the present. Topics may vary and include, for example, Freud and literature, responses to revolution, and the literature of technology.

ENG-L 374 Ethnic American Literature (3 cr.) Literature about the American ethnic experience, selected from among works by African American, Jewish American, Italian American, Irish American, Native American, Asian American, Hispanic American, and other ethnic authors.

ENG-L 378 Studies in Women and Literature (3 cr.) British and American authors, such as George Eliot, Gertrude Stein; groups of authors, such as the Brontë sisters, recent women poets; or genres and modes, such as autobiography, film, criticism. Topics will vary from semester to semester.

ENG-L 379 American Ethnic and Minority Literature (3 cr.) Exploration of literature about the American ethnic experience.

ENG-L 380 Literary Modernism (3 cr.) Phenomenon of modernism in early twentieth-century transatlantic literature, with emphasis on such writers as Joyce, Pound, Woolf, Stein, Lawrence, and Faulkner, studied in relation to social and artistic movements.

ENG-L 381 Recent Writing (3 cr.) Selected writers of contemporary significance. May include relevant groups and movements (such as black writers, poets of projective verse, new regionalists, parajournalists and other experimenters in pop literature, folk writers, and distinctively ethnic writers); several recent novelists, poets, or critics; or any combination of groups.

ENG-L 383 Studies in British or Commonwealth Culture (3 cr.) Study of a coherent period of British or Commonwealth culture (such as medieval, Elizabethan, or Victorian England, or modern Canada), with attention to the relations between literature, the other arts, and the intellectual milieu.

ENG-L 384 Studies in American Culture (3 cr.) P: W 131 with a grade of C or higher. Study of a coherent period of American culture (such as the Revolution, the Progressive Era, the Great Depression) with attention to the relations between literature, the other arts, and the intellectual or social milieu.

ENG-L 389 Feminist Literary and Cultural Criticism (3 cr.) Selected critical approaches to the issue of gender over time and in various cultural settings. Topics vary, including feminist criticism and popular culture, the history of feminist expository prose, deconstructionism, and feminism.

ENG-L 395 British and American Film Studies (3 cr.) Intensive study of specific topics related to film narratives; emphasis on American or British film as a cultural phenomenon. Topic varies.

ENG-L 406 Topics in African American Literature (3 cr.) Intensive study of specific topics in African American literature. Topic varies.

ENG-L 450 Seminar: British and American Authors (3 cr.) Intensive study of a major author or a school of closely related authors.

ENG-L 460 Seminar: Literary Form, Mode, and Theme (3 cr.) Study of texts written in several historical periods united by a common mode or form (narrative, romanticism, lyric, etc.), or by a common theme (bildungsroman, the city and the country, the two-cultures question, the uses of literacy, etc.).

ENG-L 470 Seminar: Literature and Interdisciplinary Studies (3 cr.) Study of a body of English or American literature in relation to another discipline (philosophy, art, history, linguistics, psychology, etc.), or in light of critical theory (structuralist, psychoanalytic, genre theory, etc.)

ENG-L 480 Seminar: Literature and History (3 cr.) Study of a body of literature in relation to a period of history, to a theory of history, or to an historical theme.

ENG L 495 Individual Reading in English (1-3 cr.) P: Consent of instructor. May be repeated once for credit.

Fine Arts (FINA) — School of Arts and Letters

Art Appreciation

FINA-H 100 Art Appreciation (3 cr.) P: ENG W 131. The purpose of this course is to acquaint students with outstanding works of art and provide an approach to appreciation through knowledge of purposes, techniques, forms, and content. Fulfills general education arts requirement. Does not count toward the Fine Arts major.

History of Art

FINA-A 101 Ancient and Medieval Art (3 cr.) A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages. Fulfills general education humanities requirement. Fulfills B.A. history requirement.

FINA-A 102 Renaissance through Modern Art (3 cr.) A survey of major artists, styles, and movements in European and American art and architecture from the fifteenth century to the present. Fulfills general education humanities requirement. Fulfills B.A. history requirement.

FINA-A 150 Africa, New World, and Oceanic Art (3 cr.) A survey of the arts and cultures of the native peoples of Africa, North and South America, and the South Pacific. (A 150 and A 458 may not both be taken for credit.) Fulfills general education diversity requirement. Fulfills B.A. history requirement.

FINA-A 270 Women in the History of Art (3 cr.) P: ENG-W 131. Women artists FROM the Renaissance through modern times and the problems affecting women artists during these periods. (Does not count as part of art history requirements for art majors.)

FINA-A 315 Ancient Art (3 cr.) P: ENG-W 131. A study of the architecture, sculpture, painting, and ceramics of the ancient world. Emphasis on ancient Greece and Rome. W 131 required; W 290 recommended. Fulfills B.A. history requirement.

FINA-A 322 Romanesque and Gothic Art (3 cr.) P: ENG-W 131. Survey of the art of the high Middle Ages from the eleventh through the fifteenth centuries, with an emphasis on architecture and sculpture in England, France, Germany, and Italy. W 131 required, W 290 recommended.

FINA-A 343 American Art (3 cr.) The history of American art from colonial times to the present. W 131 required, W 290 recommended.

FINA-A 362 The Art of Japan (3 cr.) P: ENG-W 131. A survey of Japanese art from the introduction of Buddhism to the nineteenth century. W 131 required, W 290 recommended. Fulfills B.A. history requirement.

FINA-A 400 Senior Seminar in Art History (4 cr.) P: ENG-W 131 and consent of instructor. Intensive examination of selected topics in art history. May be repeated once.

FINA-A 402 Arts of Native North America (3 cr.) A survey of the history of North American First Nations peoples' art from archaic to contemporary times. W 131 required, W 290 recommended. Fulfills B.A. history requirement.

FINA-A 403 Baroque and Rococo Art (3 cr.) The history of the art of both northern and southern Europe during the seventeenth and early eighteenth centuries. W 131 required, W 290 recommended. Fulfills B.A. history requirement.

FINA-A 404 Modern Art: 1863 to 1945 (3 cr.) The history of the art of Europe and Euro-America from 1863 to 1945 focusing on those forms with a Modernist orientation. W 131 required, W 290 recommended. Fulfills B.A. history requirement.

FINA-A 405 Art of the Northern Renaissance (3 cr.) The history of painting and sculpture outside Italy during the fifteenth and sixteenth centuries. W 131 required, W 290 recommended. Fulfills B.A. history requirement.

FINA-A 406 Art of the Italian Renaissance (3 cr.) The history of Italian art beginning with the Proto-Renaissance in the thirteenth century through the High Renaissance of the sixteenth century. W 131 Required, W 290 recommended. Fulfills B.A. history requirement.

FINA-A 440 Nineteenth-Century Art (3 cr.) P: W 131. Major painters and artistic movements in western Europe and the United States during the nineteenth century. W 131 required, W 290 recommended. Fulfills B.A. history requirement.

FINA-A 449 Twentieth-Century Art, 1925–Present (3 cr.) P: ENG-W 131. The history of Western painting, sculpture, architecture, and other media from 1925 to the present. W 131 required, W 290 recommended. Fine Arts A 102 required.

FINA-A 451 Art of the South Pacific (3 cr.) P: ENG-W 131. A survey of the arts of Pacific island groups. Emphasis on the sculptural forms of Polynesia, Micronesia, and Melanesia. W 131 required, W 290 recommended. Fulfills B.A. history requirement.

FINA-A 452 Art of Pre-Columbian America (3 cr.) P: ENG-W 131. A survey of precontact arts of the Americas south of the Rio Grande. Emphasis on the sculptural, architectural, and ceramic arts of ancient Mexico and Peru.

FINA-A 453 The Art of Sub-Saharan Africa (3 cr.) P: ENG-W 131. A survey of the arts of Western Africa with an emphasis on sculptural forms.

FINA-A 458 Topics in the Ethnographic Arts: The Art of Africa, the Pacific, and the Americas (3 cr.) P: ENGW 131. Specific topics of particular interest in the ethnographic arts. Topics thematically based. (A 150 and A 458 may not both be taken for credit.) W 131 required, W 290 recommended. Fulfills B.A. history requirement.

FINA-A 478 History of Ceramics (3 cr.) P: ENG-W 131. Study of the history of ceramics of the world, covering Near Eastern, Greek, Chinese, Japanese, and American ceramics. Emphasis on the historical development of pottery in individual cultures, as well as how one culture's pottery has influenced another.

FINA-A 490 Topics in Art History (3 cr.) P: ENG-W 131. Individual topics vary. Will be listed in course schedule. May be repeated with consent of instructor.

FINA-A 495 Reading and Research in Art History (1-4 cr.) P: ENG-W 131. Individual-directed study of art history topics. Consent of instructor. May be repeated for a total of 8 credit hours.

Fine Arts Seminars

FINA-A 401 Art Theory-Senior (3 cr.) This course is designed to cover a broad range of concerns vital to the art major, including graduating senior exhibition, contemporary theory, continued study in graduate school, and/or careers in the professional art world. (Required of majors. Must be taken during the 400-level studio sequence.) Fall sem.

FINA-U 400 B.F.A. Seminar: Sources and Resources–Professional Skills in Fine Arts (3 cr.) Focuses on both personal and cultural issues in aesthetics and on building professional skills for careers in art. Fall sem.

FINA-G 400 B.F.A. Final Review (no credit) Final portfolio review for B.F.A. program. Spring sem.

Fundamental Studios

FINA-F 100 Fundamental Studio-Drawing (3 cr.) A basic course for the development of visual awareness and coordination of perceptual and manual skills; seeing, representing, and inventing on an experimental, exploratory level on a two-dimensional surface. Problems in composition as well as hands-on work with the formal elements of art: line, shape, space, value, texture. Fulfills B.A. distribution requirement for the arts. May be taken concurrently with F 101, F 102, P 273, or P 280.

FINA-F 101 Fundamental Studio—3D (3 cr.) A basic course in the area of three-dimensional design, with emphasis on the art elements of line, plane, and volume. Development of skills in basic media, techniques, and tools commonly used in the creation of three-dimensional art forms. Projects involve the three-dimensional processes of substitution and the additive and subtractive methods, including casting, modeling, carving, and constructing, through the use of a variety of sculptural materials. May be taken concurrently with F 100, F 102, P 273, or P 280.

FINA-F 102 Fundamental Studio—2D (3 cr.) Emphasis on color theory and color relationships along with the principles and dynamics of two-dimensional design. May be taken concurrently with F 100, F 101, P 273, or P 280.

FINA-P 273 Computer Art and Design I (3 cr.) Course introduces the Macintosh computer environment and software that supports imaging art and design. May be taken concurrently with F 100, F 101, or F 102.

FINA-P 280 Desktop Publishing (3 cr.) Photoshop, InDesign, Adobe Illustrator. May be taken concurrently with F 100, F 101, or F 102.

FINA-N 110 Introduction to Studio Art (3 cr.) A general introduction to painting, drawing, printmaking, and ceramics for the nonmajor.

Ceramics

FINA-S 165 Ceramics for Nonmajors (3 cr.) Introduction to ceramics through hand-building techniques, glazing and firing, and clay body preparations. Lectures and discussion included on ceramic techniques, aesthetics, and theory. (Does not count toward a major in Fine Arts.)

FINA-S 260 Ceramics 1 (3 cr.) P: F 100, F 101, F 102, 273. Introduction to ceramics through hand building techniques, glazing and firing, and clay body preparation. Lectures and discussion included on ceramic techniques, aesthetics, and theory.

FINA-S 361 Ceramics 2 (3 cr.) P: S 260. Continued practice in ceramics and introduction to throwing on the wheel. Lectures and discussion included on techniques, aesthetics, and theory. May be repeated once.

FINA-S 461 Ceramics 3 (3 cr.) P: 6 credits in S 361. Advanced study in ceramic studio practice. Advanced study of finishing techniques, clay body preparation, and glaze formulation. Lectures and discussion included on techniques, aesthetics, and theory. Individualized course of study with a concentration on artistic development. May be repeated.

FINA-S 462 B.F.A. Ceramics (1-6 cr.) P: accepted into B.F.A. studio major. Continuing opportunity for extensive practice in clay techniques. May be repeated for a total of 18 credit hours.

Drawing

FINA-S 200 Drawing 1 (3 cr.) P: F 100, F 101, F 102, P 273. Introduction to drawing through a variety of drawing media, stressing basic visual awareness; seeing, representing, and technical command on a two-dimensional surface. Problems in handling placement, line, space, volume, value, and formal articulation.

FINA-S 301 Drawing 2 (3 cr.) P: S 200. Intermediate course in drawing from the model and other sources. Emphasis on technical command of the media in conjunction with the development of visual awareness. Continued problems from S 200 with additional emphasis on individual awareness and sensitivity to media, surface, and content. May be repeated once.

FINA-S 401 Drawing 3 (3 cr.) P: 6 cr. hrs. in S 301. Advanced drawing from the model and other sources using a variety of media, both conventional and invented. Craftsmanship, content, and personal style are stressed. May be repeated.

FINA-S 405 B.F.A. Drawing (1-6 cr.) P: accepted into B.F.A. studio major. Continuing opportunity for extensive practice in the drawing craft. Craftsmanship, content, and personal style are stressed. May be repeated for a total of 18 credit hours.

Painting

FINA-S 239 Painting for Nonmajors (3 cr.) Introduction to painting in oil. Study of the spatial and expressive qualities of color, with an emphasis on composition and pictorial design. Development of technical skills in image making through exploration of traditional and modern methods of paint application. Introduction to surface preparation, framing, and display of paintings. (Does not count toward a major in Fine Arts.)

FINA-S 230 Painting 1 (3 cr.) P: F 100, F 101, F 102, P 273. Introduction to painting in oil. Study of the spatial and expressive qualities of color, with an emphasis on composition and pictorial design. Development of technical skills in image making through exploration of traditional and modern methods of paint application. Introduction to surface preparation, framing, and display of paintings.

FINA-S 331 Painting 2 (3 cr.) P: S 230. Intermediate course in painting, with an emphasis on the technical command of both oil and acrylic media. Continued study in composition and pictorial design in painting. Further development in traditional and modern methods of paint application with an emphasis on individual experimentation. May be repeated once.

FINA-S 431 Painting 3 (3 cr.) P: S 331. Advanced course in painting aimed at the continued mastery of technical skills, with an emphasis on individual solutions to pictorial and conceptual problems in painting. May be repeated.

FINA-S 432 B.F.A. Painting (1-6 cr.) P: accepted into B.F.A. studio major. Concentrated studio projects within the framework of the B.F.A. painting program. Attention to content, craftsmanship, intent, and resources. May be repeated for a total of 18 credit hours.

Printmaking

FINA-S 196 Printmaking for Nonmajors (3 cr.) Understanding of basic printmaking techniques through hands-on experience with monotype, relief, and intaglio (etching). Appreciation and sensitivity to the art of the print will be cultivated. This course does not count toward a major in Fine Arts.

FINA-S 240 Printmaking 1 (3 cr.) P: F 100, F 101, F 102, P 273. Introduction to printmaking. Study of traditional and contemporary techniques, including, but not limited to intaglio (etching), monotype, and relief. Problems in pictorial composition will be emphasized along with understanding of technique. Appreciation and sensitivity to the art of the print will be cultivated.

FINA-S 341 Printmaking II: Intaglio (3 cr.) P: S 240. Continuation of intaglio study begun in S 240, with emphasis on traditional and contemporary modes of expression. Semester work includes experimentation with color printing techniques. Problems in pictorial composition will be stressed with emphasis on technical competency. May be repeated once.

FINA-S 343 Printmaking II: Lithography (3 cr.) P: S 240. Advanced study with emphasis on plate and stone lithography. Problems in pictorial composition, drawing issues, and experimentation with technique will be stressed. May be repeated once.

FINA-S 344 Printmaking II: Silkscreen (3 cr.) P: S 240 Intermediate screen printing techniques. FINA-S 348 Printmaking II: Relief (3 cr.) P: S 240. Intermediate relief printing techniques.

FINA-S 441 Printmaking III: Intaglio (3 cr.) P: 6 cr. in S 341 or S 343. Advanced problems in intaglio and color printing techniques for qualified students. May be repeated.

FINA-S 443 Printmaking III: Lithography (3 cr.) P: 6 cr. in S 341 or S 343. Advanced work in lithography, including color printing techniques for qualified students. May be repeated.

FINA-S 442 B.F.A. Printmaking (1-6 cr.) P: accepted into B.F.A. studio major. Directed advanced study in printmaking. May be repeated for a total of 18 credit hours.

Graphic Design

FINA-P 380 Web Design (3 cr.) Introduction to Web applications needed to develop Internet sites.

FINA-S 250 Graphic Design I (3 cr.) P: F 100, F 101, F 102, P 273. History and practice of visual communication, including an introduction to the field.

FINA-S 351 Graphic Design II (3 cr.) P: F 100, F 101, F 102, P 273. Studies in visual communication concentrating on typography as it relates to other design elements in practical design application.

FINA-S 352 Graphic Design III (3 cr.) P: S 250, S 351. Graphic design course emphasizing production techniques.

FINA-S 451 Graphic Design IV (3 cr.) P: S 250, S351, S352. Professional problem solving in graphic design. May be repeated once.

FINA-S 452 B.F.A. Graphic Design (1-6 cr.) P: accepted into B.F.A. studio major. Directed, advanced study in graphic design. May be repeated for a total of 18 credit hours.

FINA-T 338 Special Topics in Digital Media (3 cr.) Various topics in new media. May be repeated once.

FINA-S 305 Internship: Graphic Design (arr.) R: Permission of instructor. Practical experience in graphic design. May be repeated.

French (FREN) School of Arts and Letters

Students who have studied French must take a placement test before enrolling. Contact the Student Development Center.

FREN-F 100–F 150 Elementary French I-II (4-4 cr.) Introduction to French language and selected aspects of French civilization and culture. Attendance in the language lab may be required. F 100 offered fall sem. and summer I; F 150 offered spring sem. and summer II.

FREN-F 200–F 250 Second-Year French I-II (3-3 cr.) P: F 150. Grammar, composition, and conversation coordinated with the study of expository, literary, and cultural texts. Attendance in the language lab may be required. F 200 offered fall sem., F 250 offered spring sem.

FREN-F 300 Lectures et analyses littéraires (3 cr.) P: F 250. Preparation for more advanced work in French literature. Readings and discussions of one play, one novel, short stories or essays, and poems. Varies.

FREN-F 305 Chefs-d'oeuvre de la littérature française I (3 cr.) P: F 250. Drama and literature of ideas. Dramatists such as Corneille, Racine, Molière, Beaumarchais, and Sartre; essayists and philosophes such as Descartes, Pascal, Voltaire, Diderot, and Camus. Lectures and discussion in French. Varies.

FREN-F 306 Chefs-d'oeuvre de la littérature française II (3 cr.) P: F 250. Novel and poetry. Novelists such as Balzac, Flaubert, and Proust; readings in anthologies stressing sixteenth-, nineteenth-, and twentieth-century poetry. Lectures and discussion in French. Varies.

FREN-F 313–F 314 Advanced Grammar and Composition I-II (3-3 cr.) P: F 250. Detailed review of grammar. Writing practice. Varies.

FREN-F 315–F 316 French Conversation and Diction I-II (3-3 cr.) P: F 250. Course devoted to more advanced oral and continual work with phonetics. F 315 offered fall; F 316 offered spring.

FREN-F 363 Introduction à la France moderne (3 cr.) P: F 250. The development of French culture and civilization in the twentieth century, with an emphasis on the events that shaped modern France, the structure of daily life, and its institutions. Varies.

FREN-F 375 Thèmes et perspectives littéraires (3 cr.) P: F 300 or equivalent. Study of a specific subject or theme, such as society and the individual, the tragic hero from the seventeenth to the twentieth century, comedy, and satire. All work in French. Varies.

FREN-F 396 Foreign Study in French (1-6 cr.) P: Acceptance into an approved IU overseas study program. Credit for foreign study in French language or literature when no specific equivalent is available among departmental offerings. May be repeated for a maximum of 6 credit hours.

FREN-F 453 Le Roman au 20e siècle I (3 cr.) Ecrivains tels que Gide, Alain-Fournier, Colette, Bernanos, Sartre, Malraux. Varies.

FREN-F 454 Le Roman au 20e siècle II (3 cr.) Ecrivains tels que Camus, Queneau, Butor, Vian, Duras. Varies.

FREN-F 461 La France contemporaine (3 cr.) France since 1945; political, social, economic, and cultural aspects. Varies.

FREN-F 467 (3 cr.) Varies.

FREN-F 474 Theme et version (3 cr.) P: 313/314. Translations of selected passages, alternating between English and French, to teach students to write with precision and clarity in both languages. Varies.

FREN-F 475 Le Français oral: cours avancé (3 cr.) P: F 315. Varies.

Geography (GEOG) — School of Natural Sciences

The student should check with the instructor to determine which courses may not be used to fulfill the natural world distribution requirements for the B.A. degree.

GEOG-G 107 Physical Systems of the Environment (3 cr.) An examination of the physical environment as the home of human beings, with emphasis on the distribution and interaction of environmental variables and energy flow through the system. Fall sem., spring sem., summer.

GEOG-G 108 Physical Systems of the Environment–Lab (2 cr.) P or C: G 107 and consent of instructor. Laboratory study of the physical environment. (Lab fee required.) Fall sem., spring sem.

GEOG-G 110 Introduction to Human Geography (3 cr.) An exploration of social and cultural phenomena as these are expressed and distributed across the earth's surface. Topics include population, migration, language, religion, customs, political divisions, agriculture, industry, and urbanization. ***Note:*** G 110 does not fulfill distribution requirements for "The Natural World." It does satisfy the "Psychology and Society" requirement.

GEOG-G 201 World Regional Geography (3 cr.) Geographical analysis of regions occupied by European cultures and of indigenous spatial developments in non-Western areas.

GEOG-G 213 Introduction to Economic Geography (3 cr.) Principles of economic geography, including theories concerning industrial location, competition for land, economic nature of resources, and geographic background of interregional trade.

GEOG-G 304 Meteorology and Physical Climatology (3 cr.) P: G 107. Study of weather elements, processes, and patterns. Weather observation, analysis, and forecasting. Systematic and regional study of world climates. Relationship of climate to human activity. Spring sem.

GEOG-G 307 Biogeography (3 cr.) P: G 107 or consent of the instructor. An analysis of the spatial distribution of natural biota with regard to physical and ecological processes.

GEOG-G 308 Natural/Human-Induced Disasters (3 cr.) P: A minimum of 6 credit hours in either one or a combination of physical and biological sciences. Study and analysis of the causes, nature, and geographical occurrence of natural and human-induced disasters. Examines the workings and consequences of disasters and hazards facing humankind.

GEOG-G 314 Urban Geography (3 cr.) Study and interpretation of urban spatial structure, policies, and problems with an emphasis on geographic perspectives.

GEOG-G 315 Environmental Conservation (3 cr.) P: G 107 or consent of instructor. The study of the conservation of natural resources, including soil, water, air, wildlife, and forests, as interrelated components of the natural and human environments, emphasizing a unified ecological approach. Current problems relating to pollution and environmental quality.

GEOG-G 316 Economic Geography (3 cr.). The course familiarizes students with the global pattern of economic endeavors and teaches basic economic geographic theory and how location decision making occurs. Credit cannot be obtained for both GEOG-G 213 and GEOG-G 316.

GEOG-G 317 Geography of Developing Countries (3 cr.) Analysis of spatial processes in the Third World with emphasis on the processes of migration, urbanization, and resource development.

GEOG-G 320 Population Geography (3 cr.) Study of population growth, compositional change, and redistribution at regional, national and global scales. Topics include population pressure, fertility control, aging of societies, AIDS, immigration, and population policies.

GEOG-G 323 Geography of Latin America (3 cr.) Geographical analysis of the terrain, resources, climate, culture, and historical and economic development of the nations south of the Rio Grande.

GEOG-G 326 Geography of North America (3 cr.) Continental and regional variations in terrain and climate and the economic and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation.

GEOG-G 333 Introductory Cartography (3 cr.) Use, interpretation, and sources of topographic maps, thematic maps, vertical aerial photographs, and related materials. Includes projections and grids, relief symbolization, map classification, mapping agencies, and the history of maps and mapping.

GEOG-G 335 Photogrammetry and Remote Sensing (3 cr.) P: G 333 or consent of instructor. Interpretation and measurement on aerial photographs and compilation of controlled maps. Geographical applications of color, infrared, radar, multiband, and other imagery from aerial and space-orbiting craft. Lectures and laboratory. (Lab fee required.)

GEOG-G 336 Environmental Remote Sensing (3 cr.) P: G 335 or equivalent. Fundamental principles involved in remote sensing, including radiation character, instrumentation, and applications to research of spatial, environmental phenomena.

GEOG-G 338 Geographic Information Science (3 cr.) Overview of the principles and practices of Geographic Information Systems (GIS). The course will deal with issues of spatial data models, database design, introductory and intermediate GIS operations, and case studies of real-world GIS applications. Laboratory exercises will provide significant hands-on experience.

GEOG-G 404 Soils Geography (3 cr.) P: G 107 or GEOL-G 107 or consent of instructor. Soil genesis, morphology, and classification; soil's physical, chemical, mechanical and biological properties. Soil maps and related data in land use analysis and the planning process.

GEOG-G 418 Historical Geography (3 cr.) Migration and diffusion, rural and urban settlement, industrialization, and transport development as spatial processes shaping the landscapes and geopolitical relationships of past places and peoples.

GEOG-G 425 Africa: Contemporary Geographic Problems (3 cr.) Contemporary geographic problems confronting the countries of sub-Saharan Africa are examined. Topics include urbanization, rural-urban migration, unemployment, agriculture, health care, analysis of terrain, resources, and aspects of the natural environment.

GEOG-G 428 Geography of Western Europe (3 cr.) Emphasizes two interrelated topics within western Europe: common themes across the countries of Europe and the distinctive cultures that make up the region. Material includes physical landscape of Europe, cultural and economic landscape of the region, and the various cultural regions of the continent.

GEOG-G 432 Current Issues in Environmental Conservation (3 cr.) P: G 315. Qualitative and quantitative analysis of topics of special importance in regard to environmental quality, including such topics as air and water quality, radiation, energy, and waste disposal.

GEOG-G 435 Cartography and Graphics (3 cr.) P: G 235 or consent of instructor. Compilation, design, reproduction, and evaluation of maps and related graphic materials, cartometric procedures, symbolization, selection of topographic maps, photographic manipulation, and editorial process employing traditional and computer-generated techniques. Lecture and laboratory. (Lab fee required.)

GEOG-G 438 Advanced Geographic Information Systems (3 cr.) P: GEOG-G 338. Basic concepts and principles underlying polygon and grid-based geographic information systems are explored. Computerized data capture, storage, retrieval, analysis, and display techniques, as applied to geographic information, are explored through the development of individual student projects.

GEOG-G 439 Seminar in Geographic Information Systems (3 cr.) P: G 438 or consent of instructor. Extension of G 438 that develops advanced methods of spatial data analysis in the context of GIS. Emphasis on applications and individualized projects.

GEOG-G 450 Undergraduate Readings and Research in Geography (1-3 cr.) P: Junior or senior standing and consent of instructor. Individualized readings and research in geography. May be repeated for a total of 6 credits. Fall sem., spring sem.

GEOG-G 460 Geography Internship (1-6 cr.) P: 12 credit hours of geography and departmental approval. Supervised field experience in geography, normally in conjunction with approved work at a government agency or private firm. Requires 40 hours of work per 1 hour of credit.

GEOG-G 490 Senior Seminar in Geography (3 cr.) P: Junior or senior standing. Open to majors only. Research in selected problems and study of geographic thought.

Geology (GEOL) School of Natural Sciences

GEOL-G 100 Earth Science: Geologic Aspects (5 cr.) Broad study of the earth. The earth in the solar system, earth's atmosphere. Formation and modification of earth materials, landforms, continents, and oceans throughout geologic time. Geological records in selected areas. Lectures, laboratory, field trips. Credit given for only one of the following geology courses: G 100, G 103, or G 110. (Lab fee required.)

GEOL-G 103 Earth Science: Materials and Processes (3 cr.) Introduction to the origin and classification of minerals and rocks. Relationships between rock types, rock structures, surficial geological processes of running water, subsurface water, glaciation, wind, tides, and landform evolution. Credit given for only one of the following geology courses: G 100, G 103, or G 110. (Lab fee required.)

GEOL-G 104 Earth Science: Evolution of the Earth (3 cr.) Principles of interpretation of earth history. Geologic age dating, correlation, facies analysis, fossils, fold mountain belts, isostasy, and plate tectonics as applied to reconstructing selected geological events. Credit given for only one of the following geology courses: G 100, G 104, or G 109. (Lab fee required.)

GEOL-G 130 Short Course in Earth Science (topics vary) (3 cr.) P: None. Short courses on a variety of topics in the earth sciences. Examples of topics include Geology of Indiana, Geology of National Parks, Gems and Gemstones, Meteors and Meteorites, and Volcanoes. No topic may be taken more than once.

GEOL-G 180 Dinosaurs (3 cr.) A survey of the characteristics and evolution of dinosaurs. Topics include the occurrence of dinosaur remains in the fossil record, basic anatomy, principles used in classification, types of predatory and plant-eating dinosaurs, environments occupied during life, behavior, extinction theories, dinosaurs in the media and the public eye. (Credit not given for both GEOL-G 180 and GEOL-G 301.)

GEOL-G 210 Oceanography (3 cr.) Study of the physical and biological features of the ocean environment.

GEOL-G 221 Introductory Mineralogy (4 cr.) P or C: G 100, G 103, one college-level course in chemistry. The study of minerals, including chemical composition, classification, crystallography, description, identification, occurrence, origin, and physical properties. (Lab fee required.)

GEOL-G 222 Introduction to Petrology (4 cr.) P: G 221. The study of igneous, metamorphic, and sedimentary rocks: composition, occurrence, characteristics, classification, origin, description, and identification. (Lab fee required.)

GEOL-G 300 Environmental and Urban Geology (3 cr.) P or C: One 100-level course in geology or physical geography or consent of instructor. Significance of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards. Credit not given for both GEOL-G 300 and GEOG-G 315.

GEOL-G 323 Structural Geology (3 cr.) P: G 100, G 222. Nature and origin of primary and secondary structural features of the earth's crust, with emphasis on mechanics of deformation and origin, and three-dimensional problems illustrating structural concepts. Laboratory.

GEOL-G 334 Principles of Sedimentology and Stratigraphy (4 cr.) P: G 222. Interrelationship of sedimentation and stratigraphy; processes and factors influencing genesis of sedimentary strata; provenance, depositional environment, sedimentary facies, paleoecology; analytical techniques; application of principles of interpretation of stratigraphic record. Laboratory study of sediments and sedimentary rocks.

GEOL-G 341 Natural History of Coral Reefs (BIOL-L 341, SPEA-E 400) (4 cr.) P: G 100 and consent of instructor. Introduction to principles of biology, ecology, and geology as applied to coral reef ecosystems.

GEOL-G 400 Energy: Sources and Needs (3 cr.) Scientific and political constraints on the production and utilization of energy from various sources. Energy balance of the United States.

GEOL-G 404 Geobiology (3 cr.) P: G 103 and BIOL-L 100. Application of biological principles and use of fossils in the study of earth history. Origin of life and the early fossil record; evolution; approaches to taxonomy; chemistry of fossils; ecology of ancient life; use of fossils in the solution of geologic problems.

GEOL-G 409 Independent Study in Geology (1-3 cr.) P: Consent of instructor. Supervised independent study of topics and techniques in geology that are not available in formal courses in the department.

GEOL-G 410 Undergraduate Research in Geology (1-3 cr.) P: G 222 and consent of instructor. Field and laboratory research in selected problems in geology. May be repeated.

GEOL-G 411 Invertebrate Paleontology (3 cr.) P: GEOL-G 100, G 104 or G 109, or BIOL-L 100 or L 107. Structure, classification, habitats, and geological history and significance of the invertebrate phyla. Laboratory study of fossils.

GEOL-G 415 Geomorphology (3 cr.) P: G 100, G 103, G 107, or consent of instructor. Origin, classification, description, and interpretation of landforms. Natural processes that form landscapes, surficial geologic materials, and soils. Credit not given for both GEOL-G 415 and GEOG-G 407.

GEOL-G 417 Optical Mineralogy (3 cr.) P: G 222. Theory and use of optics in the identification and classification of rock-forming minerals in fragments and thin sections.

GEOL-G 419 Sedimentary Geology of Dinosaur-Bearing Rocks (2 cr.) P: Consent of instructor. Five-day, six-night field course in Colorado, Utah, and Wyoming. Focus is on presenting simple concepts of geology and paleontology utilized in reconstructing the ancient landscape, climate and environments of deposition of important dinosaur-bearing formations. Additional course fee required.

GEOL-G 420 Regional Geology Field Trip (1-3 cr.) P: One course in geology or consent of instructor. Seminar and field investigation of selected regions for study of mineralogic, lithologic, stratigraphic, structural, paleontologic, geomorphologic, or other geological relationships. May be repeated.

GEOL-G 427 Introduction to X-ray Mineralogy (1 cr.) P: G 221. Theory and practice of X-ray powder diffraction. Diffractometer methods and their application to the identification and the characterization of minerals.

GEOL-G 451 Elements of Hydrogeology (3 cr.) P: G 100, G 103, G 107 or consent of instructor. Physical and chemical properties of water, chemical equilibria and stable isotopes in groundwater; acid drainage, landfills, and agricultural pollution; Darcey's Law, fluid potential, unsaturated flow, fluid and aquifer properties affecting groundwater flow; fluid mass balance and its application; contaminant transport.

GEOL-G 460 Internship in Geology (3 cr.) P: Consent of the instructor. Industrial or similar experiences in geologically oriented employment. Projects jointly arranged, coordinated, and evaluated by faculty and industrial/governmental supervisors. Can be repeated with instructors permission.

Germanic Languages (GER) — School of Arts and Letters

Students who have studied German must take a placement test before enrolling. Contact the Student Development Center.

GER-G 100–G 150 Elementary German I-II (4-4 cr.) Introduction to present-day German and selected aspects of German culture. Survey of the language: structure and meaning. Introduction to German grammatical forms and their function. Development of listening comprehension, simple speaking proficiency, controlled reading and writing skills. Attendance in the language lab may be required. G 100 offered fall sem. and summer I. G 150 offered spring sem. and summer II.

GER-G 200 Oral Practice, Writing, and Reading I (3 cr.) P: G 150 or equivalent. Further development of oral and written command of language structures. Reading of literary and nonliterary texts. Attendance in the language lab may be required. Fall sem.

GER-G 250 Oral Practice, Writing, and Reading II (3 cr.) P: G 200 or equivalent. Review of selected grammatical items. Reading of modern German prose and plays with stress on discussion in German. Writing of descriptive and expository prose based on the reading material. Attendance in the language lab may be required. Spring sem.

GER-G 255 Masterpieces of German Literature in Translation (3 cr.) Recommended for students with no knowledge of German or those in first- and second-year language courses who wish to gain early acquaintance with German literature. Emphasis on such writers as Kafka, Brecht, Hesse, Mann, Goethe, Schiller, and Lessing. No credit given for German majors.

GER-G 300 Deutsch: Mittelstufe I (3 cr.) P: G 250. Intensive review of selected grammatical topics and continued practice of composition and conversation. Conducted in German.

GER-G 305 Introduction to German Literature: Types (3 cr.) P: G 250. Study of literary genres (narrative, dramatic, lyric), with examples of each selected from two or more periods.

GER-G 306 Introduction to German Literature: Themes (3 cr.) P: G 305. Study of a single literary theme (such as music, generational conflict, love, revolution) as presented in two or more periods.

GER-G 311 Composition and Conversation (3 cr.) P: G 250 or equivalent. Conversation, writing, and vocabulary building coordinated with readings of contemporary concerns, both nonfiction and fiction. Conducted in German.

GER-G 330 Deutsch: Mittelstufe II (3 cr.) P: G 300 or equivalent. Advanced oral and written communication. Study of selected advanced grammatical topics. Reading of primarily nonliterary texts. Conducted in German.

GER-G 363 Deutsche Kulturgeschichte (3 cr.) P: G 250. A survey of the cultural history of German-speaking countries, with reference to its social, economic, and political context. Lectures in German; discussions in German or English.

GER-G 403 Deutsche Literature: Mittelalter bis Romantik (3 cr.) P: G 305 or G 306. Historical survey of major literary developments from the Middle Ages to romanticism.

GER-G 404 Deutsche Literature seit der Romantik (3 cr.) P: G 305 or G 306. Historical survey of major literary developments from young Germany to recent writing in German-speaking Europe.

GER-G 405 Goethe: Life and Works (3 cr.) P: G 305 or G 306. Extensive readings in Goethe's poetry, drama, and narrative fiction, including analysis of Faust. Special emphasis is placed on the relationship between the author's life and his works.

GER-G 415 Perspectives on German Literature (3 cr.) P: G 305 or G 306. Study of one aspect of German literature: formal, historical, political, psychological, etc. Relation to wider concerns in and outside of literature. Topic announced in the Schedule of Classes. May be repeated once with different topic.

GER-G 416 Studies in German Authors (3 cr.) P: G 305 or G 306. Life and works of a major author or group of authors. Topic announced in the Schedule of Classes. May be repeated once with different topic.

GER-G 418 German Film and Popular Culture (3 cr.) P: G 305 or G 306. Study of German film and/or other manifestations of German popular culture (television, music, cabaret, trivial literature of the twentieth century).

GER-G 464 Kultur and Gesellschaft (3 cr.) P:363. The interaction of social, intellectual, and artistic forces in German life of the past two centuries, with stress on important developments and figures. May be repeated once with a different topic for a maximum of 6 credit hours.

GER-V 415 Individual Readings in German Studies (1-3 cr.) May be repeated.

Gender Studies (GNDR) — School of Arts and Letters

GNDR-G 701 Grad Topics in Gender Studies (1-4 cr.) Graduate students only. Selected topics with an interdisciplinary focus. Research paper required.

History (HIST) School of Social Sciences

Introductory Courses

HIST-E 100 Introduction to African History (3 cr.) Survey of selected historical issues and problems. Topics will vary from semester to semester, but will be broad subjects that cut across fields, regions, and periods.

HIST-F 100 Issues in Latin American History: Introduction (3 cr.) The coming together of the three races in the New World; the construction of a social, political, and economic order; the resilience and/or fragility of the social, political, and economic order in modern times.

HIST-G 100 Introduction in Asian History (3 cr.) Study and analysis of selected historical issues and problems in Asian societies; especially important are their political institutions, economic development, ideological and religious foundations, and social changes.

HIST-G 101 Introduction to Chinese History (3 cr.) This course introduces 5,000 years of Chinese history, from the prehistorical age to the current regime. Imperial glories and declines, rebellions and revolutions, Confucianism and Communism—these topics and others will be examined in class.

HIST-G 102 Introduction to Japanese History (3 cr.) This course examines the beginning of the Japanese state, the development of its cultural identity, its samurai heritage, its struggle toward modernization, and the legacy of World War II.

HIST-H 101 The World in the Twentieth Century (3 cr.) Survey of major global events and developments in the twentieth century: imperialism, World War I, Russian and Chinese revolutions, Great Depression, World War II, Cold War, decolonization, the end of the Cold War, and the resurgence of nationalism.

HIST-H 103 Europe: Renaissance to Napoleon (3 cr.) Major developments in European thought during the Renaissance, the Reformation, the scientific revolution, and the Enlightenment; traditional politics, economy, and society and their transformation by enlightened despotism, the French Revolution, and Napoleon.

HIST-H 104 Europe: Napoleon to the Present (3 cr.) The development of European society from the downfall of Napoleon in 1815 to the present. The impact of the industrial revolution; the rise of the middle class; liberalism, Marxism, and mass politics; nationalism and imperialism; international communism and fascism.

HIST-H 105-H 106 American History: General Course I-II (3-3cr.) I: Europe and America before colonization; the colonial era and the contact of cultures; the Revolutional Era; the Early Republic; the Antebellum Era and the Civil War. II: Combines social, cultural, economic and cultural approaches to explore Reconstruction and the New South; the Gilded Age and Progressive Era, WWI, the Depression, New Deal, and WWII; and America since 1945 (the Cold War and its end, progressive social movements, the New Right, etc.).

Advanced Courses

HIST-A 260 Early American Women's History (3 cr.) R: H 105. An examination of the economic, family and political roles of colonial, slave, immigrant and frontier women in early North American history.

HIST-A 261 Modern American Women's History (3 cr.) R: H 106. Surveys the diversity of women's experiences in modern United States history. An examination of women's changing roles in working class and middle class families, the effect of industrialization on women's economic activities and status, and women's involvement in political and social struggles, including those for women's rights, birth control, and civil rights.

HIST-A 301–Colonial North America, 1500-1763 (3 cr.) Native American society before and after conquest, colonization of New World by Spain, France, Dutch, and English; development of economic, social, cultural, and political societies in New World.

HIST-A 302 Revolutionary America, 1763-1791 (3 cr.) P: H 105 or H 106 or consent of instructor. Tensions between British North American colonies and England, political, cultural, and economic world of colonies before American Independence; creation of state and national governments after 1776; struggle for unity after American Independence.

HIST-A 303 United States 1792-1829 (3 cr.) P: H 105 or H 106 or consent of instructor. Struggle for continental unity following American Independence; westward expansion; United States wars with American Indians and the British; development of American presidency and government systems; cultural, social, economic, and political ramifications and growth during early national era.

HIST-A 304 United States, 1830-1865 (3 cr.) P: H 105 or H 106 or consent of instructor. Analysis of westward expansion, American Indian relations, slavery, reform movements, the Spanish American War, and the Civil War.

HIST-A 307 American Cultural History (3 cr.) P: H 105 or H 106 or consent of instructor. Major themes in American cultural life since the Civil War. Focus on the cultural expressions of immigrants, racial minorities, religious groups, social classes, women, artists, and professional groups in response to changing conditions.

HIST-A 310–A 311 Survey of American Indians I-II (3-3cr.) I: The Native American experience from the pre-Columbian period through the American Civil War. Course will focus on Native American cultural patterns, and the Native American response to French, British, and American Indian policies. II: Native American—white relations from Civil War through the 1990s. Focus on Native American attempts to defend their homelands in American West, establishment of Indian reservations in the late nineteenth century, impact of U.S. government policies, urbanization of Native Americans in the twentieth century.

HIST-A 313 Origins of Modern America (3 cr.) P: H 106 or consent of instructor. U.S. political, social, economic, and cultural history from 1865 to 1919. Reconstruction, the Gilded Age, the Progressive Era, World War I.

HIST-A 314–A 315 Recent United States History I-II (3-3 cr.) P: H 106 or consent of instructor. I: 1919-1945: The twenties, the Great Depression and New Deal, World War II; II: 1945-present: Cold War, Vietnam War, problems of contemporary America.

HIST-A 317 American Social History, 1865–Present (3 cr.) P: H 106 or consent of instructor. Development of modern American intellectual and social patterns since 1880. Social thought, literature, science, the arts, religion, morals, education.

HIST-A 339 History of the South I (3 cr.) P: H 105 or consent of instructor. Examination of the major themes and issues in the history of the southern United States, from the first European settlement to the Civil War. Motivations for settlement, white-Indian interaction, the rise of slavery, the American Revolution in the South, southern identity, the coming and impact of the Civil War. The course will also introduce students to competing interpretations of the Old South and the methods by which historians construct historical arguments and interpretations.

HIST-A 345–A 346 American Diplomatic History I-II (3-3 cr.) P: H 105–H 106 or consent of instructor. I. American diplomacy from 1775 to 1823; diplomacy of American continental expansion to 1898. II. America as a world power. Involvement in world affairs after 1898; diplomacy of World Wars I and II; Cold War and background of contemporary foreign policy issues.

HIST-A 347 American Urban History (3 cr.) P: H 105–H 106 or consent of instructor. Evolution of cities and urban life in the United States from the colonial times to the present. Rise of cities, creation of modern urban districts (ghettos, suburbia); city planning; political and economic power structures; ethnic and race relations; law and order.

HIST-A 348 Civil War and Reconstruction (3 cr.) The origins, course, and consequences of the American Civil War.

HIST-A 355-A 356 African-American History I-II (3 cr.) P: H 105–H 106 or consent of instructor. History of blacks in the United States. I: slavery, abolitionism, the Civil War; Reconstruction, post-Reconstruction to 1900.II: 1900 to present; the Great Migration; NAACP, Harlem Renaissance, postwar civil rights movement; affirmative action.

HIST-A 363 Survey of Indiana History (3 cr.) P: H 105–H 106. A survey of Indiana history and culture from the original inhabitants to recent times with emphasis on the growth of a distinctive Hoosier culture. Examination of Hoosier culture within the context of small-town America and mid-America, with attention to journalism and education.

HIST-A 381 Civil Rights Era in the US (3 cr.) P: H 105 or H 106 or consent of instructor. Examination of race and racial protest and gender protest after 1941. Analyzes several protest movements, key social battles, individual leaders, civil rights policy, and law; and the struggle to end racial segregation and exclusion in education, politics, public accommodations, the workplace and housing. In addition, the class analyzes the growth of the feminist movement and the divisions between liberal and radical feminists, as well as government policy.

HIST-B 300 Issues in Western European History (3 cr.) In-depth study and analysis of selected historical and problems of importance to Western European societies. Topics will vary from semester to semester. Permission of instructor may be required.

HIST-B 309 Britain before 1688 (3 cr.) Development of Britain and its institutions from the Bronze Age to the Glorious Revolution, with emphasis on Celtic Britain, the Norman Conquest, the rise of Parliament, the Tudor era, and the turbulent seventeenth century.

HIST-B 356 French Revolution and Napoleon (3 cr.) Crisis of Old Regime; middle class and popular revolt; from constitutional monarchy to Jacobin commonwealth; the Reign of Terror and revolutionary government; expansion of revolution in Europe; rise and fall of Napoleonic empire.

HIST-B 359 Europe, 1789-1848 (3 cr.) European history between 1789 and 1848, including the French Revolution; Napoleon; the Industrial Revolution; conservatism, liberalism, socialism and nationalism; and the 1848 revolution.

HIST-B 360 Europe, 1848-1914 (3 cr.) European history between 1848 and 1914, including the unification of Italy and Germany; struggles for democracy and social welfare, populism, and imperialism; anticlericalism; the emergence of mass consumption; nationalist rivalries; and the background to World War I.

HIST-B 361 Europe in the Twentieth Century, 1914-1945 (3 cr.) European history from 1914 up to 1945 including World War I and its aftermath; the cultural history of the 1920s and 1930s; economic turmoil; political developments in Western Europe; the rise of extremisms; World War II.

HIST-B 362 Europe in the Twentieth Century, since 1945 (3 cr.) European history from 1945 to present, including the aftermath of World War II; the Cold War in Europe, the postwar economic boom; the emergence of leftist movements; European integration; the end of the Cold War; the impact of immigration and the expansion of the European Union.

HIST-B 377–B 378 History of Germany Since 1648 I-II (3-3 cr.) Political, economic, and cultural state of Germany in 1648; growth of absolutist dynasties, especially Hapsburg and Hohenzollern; economic and cultural development under absolutism; impact of the French Revolution; struggles between reaction and liberalism; unification; industrialization; imperialism; international friction; internal political conflicts; World War I; Weimar Republic; Hitler regime; problems since 1945.

HIST-D 308 Empire of the Tsars (3 cr.) Political, religious, intellectual, economic, and diplomatic development of Russia as a European and Asian state from the reign of Alexander I to World War I. Emphasis on cultural history and conflict between established and revolutionary views.

HIST-D 310 Russian Revolutions and the Soviet Regime (3 cr.) Russia on the eve of World War I; revolutions that have swept Russia; principal developments in government, economy, cultural and social life, and international policy under the Communist regime; expansion and contraction of Russian and Communist power; collapse of the Soviet Union.

HIST-D 329 Eastern Europe 1900-1943 (3 cr.) Diplomatic, political, social, and cultural development of Eastern European societies between 1900 and the end of World War II in Europe.

HIST-D 330 Eastern Europe: 1944-present (3 cr.) Diplomatic, political, social, and cultural development of Eastern European societies between the end of World War II in Europe to the expansion of the European Union.

HIST-D 400 Issues in Russian and East European Studies (3 cr.) In-depth study and analysis of selected historical issues and problems of importance to Eastern European societies. Topics will vary from semester to semester. Permission of instructor may be required.

HIST-F 216 History of Slavery in the Americas (3 cr.) Slavery in the New World is explored by comparing its forms in North America and in the Caribbean and South America. Special attention is paid to the mechanisms by which slaves were held in slavery, and the adaptation and accommodations that were made by both masters and slaves.

HIST-F 232 Upheaval in 20th-Century Latin America (3 cr.) An examination of continuities in the Latin American social system and the challenges and modifications it has experienced.

HIST-F 341 Latin America: Conquest and Empire (3 cr.) The construction of this new world; Spanish, Indian, and African backgrounds; discovery, conquest, and settlement; the political, economic, and social structure of colonial Latin America.

HIST-F 342 Latin America: Evolution and Revolution (3 cr.) The construction of nation-state foreign relations; ethnic and racial diversities, city-country balances; role of religion; sources of political authority; immigrant populations; role of elites; popular movements.

HIST-G 200 Issues in Asian History (3 cr.) Study and analysis of selected historical issues and problems of importance in Asian societies, such as China and Japan. Topics will vary from semester to semester. Permission of instructor may be required. May be repeated once for credit.

HIST-G 300 Issues in Asian History (3 cr.) In-depth study and analysis of selected historical issues and problems of importance in Asian societies, such as China and Japan. Topics will vary from semester to semester. Permission of instructor may be required. May be repeated once for credit.

HIST-G 385 Modern China (3 cr.) From the decline of the last empire to the establishment of the People's Republic of China, modern China struggled with many issues, such as traditionalism, nationalism, imperialism, republicanism, and communism.

HIST-G 387 Contemporary China (3 cr.) Focusing on the People's Republic of China, this course will illustrate the triumphs and failures of the communist regime, investigate the causes, and explain the direction that China is taking. The course will also cover Chinese society in Hong Kong and Taiwan.

HIST-G 400 Issues in Asian History (3 cr.) In-depth study and analysis of selected historical issues and problems of importance in Asian societies. Topics will vary from semester to semester. Permission of instructor may be required. May be repeated once for credit.

HIST-G 457 Nationalism in Japan and China (3 cr.) P: One Asian history course at the 100 level or consent of instructor. This course traces the emergence of nationalism in China and Japan in the context of their struggle for modernization, follows their development from the late nineteenth century through the twentieth century, and analyzes its contemporary political culture.

HIST-G 461 China: The Age of Glory and the Decline of the Empires (3 cr.) Chinese history from the earliest time to the nineteenth century. Prehistoric times, Neolithic age, from the first dynasty (Qin) to the last one (Qing). Economic, social, and political developments.

HIST-H 201 Russian Civilization I (3 cr.) From the earliest times to Peter the Great. Christianization of the Russian people, Kievan Rus; the Mongol conquest; the Grand Dukes of Muscovy; Ivan the Terrible; Time of Troubles; Romanov dynasty.

HIST-H 202 Russian Civilization II (3 cr.) From Peter the Great to the present era. Peter the Great, Catherine the Great, Russian expansion; emancipation of the serfs; Westernization; industrialization; Russian revolutions; Stalin; Cold War; collapse of the Soviet Union.

HIST-H 205 Ancient Civilization (3 cr.) Political, cultural, and economic development of ancient Near East, Greece, and Rome from the Bronze Age to the end of the Classical Period.

HIST-H 206 Medieval Civilization (3 cr.) European institutions and social and intellectual history from late Roman Empire to the Renaissance. Greco-Roman legacy, Christian institutions, Byzantine and Islamic influences, town revival and trade, rise of universities, emergence of national states and literatures.

HIST-H 207 Modern East Asian Civilization (3 cr.) R: G 100. Focus on China, Japan, and Korea in the twentieth century. Explores the history of each individual country and the experiences shared by all three. Traditional values challenged by modernism, interactions with the West, domestic strife.

HIST-H 208 American-East Asian Relations (3 cr.) Interaction of the United States and East Asia from the founding of the republic to the present. First contacts, growing economic ties, political considerations, U.S. occupation of the Philippines, role of the U.S. military, growing tensions during the 1920s and 1930s, World War II, East Asia during the Cold War, growing interdependency between East and West in modern times.

HIST-H 214 Comparative Women's History (3 cr.) An examination and comparison of the history of women in different regions of the world, addressing universal issues and issues specific to regions. The course traces the social, economic, and political roles of women from the premodern past to the transformations of the twentieth century. Topics include work, home, education, sexual patterns, and gender relations.

HIST-H 218 History of Motion Pictures (3 cr.) History of English-language films from the silent era to the modern period. Attention is paid to directors and producers, actors and dialogue, and to the evolution of film technology.

HIST-H 220 American Military History (3 cr.) R: H 105 -H 106. From settlement of colonies to the present. European background; colonial militia; American Revolution, Indian wars; Civil War; principal foreign wars and

their strategic objectives. Technological changes and effect of military on American society. Army is emphasized, with some attention to navy, marines, and air force.

HIST-H 222 Renaissance and Reformation Europe (3 cr.) Society and civilization in the fifteenth and sixteenth centuries. Transition from medieval to modern life in political and economic behavior, high and popular culture, theology and religion, discoveries and expansion, occult and scientific worldviews.

HIST-H 225 Special Topics in History (3 cr.) P: Permission of instructor. Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester, but will usually be broad subjects that cut across fields, regions, and periods. May be repeated once for credit.

HIST-H 226 Origins and History of the Cold War (3 cr.) Study and analysis of the ideological, historical, and geopolitical factors underlying the Cold War. Special focus on the former Soviet Union and "Red" China under Mao Zedong, as well as the breakup of the Soviet Union and the lingering effects of the Cold War on the contemporary world.

HIST-H 231 The Family in History (3 cr.) The course will examine changes in relationships within the family and the changing role of the family in society. Changes in gender roles will be highlighted. Among the topics to be discussed are courtship, marriage, inheritance, child-bearing, child labor, the origins of family limitation and birth control, and the effects of other institutions on the family.

HIST-H 233 Sports in History (3 cr.) Examines the historical conditions in which sports have developed from ancient to contemporary times, with particular emphasis on modern American society and sport.

HIST-H 236 The Historian's Craft (3 cr.) To be taken within a year of student's declaring a history major. Introduction to the skills and methodology of analysis, research, writing, and oral communication within the discipline of history. This is the designated course to meet the research writing requirement for history majors.

HIST-H 373 History of Science and Technology (3 cr.) Survey of the intellectual and institutional development of science and technology in the United States from colonial times to 1865, with special emphasis on the relationship between science and technology, the role of technology in early American economic growth, and the inevitability and desirability of technological change.

HIST-H 407 Oral History (3 cr.) A survey of theory, methods, and applications of oral history, including research, interview preparation and execution, legal and ethical issues, and transcription and preservation of interviews. Emphasis will be placed on persons and topics relevant to local and regional history.

HIST-H 408 Independent Study in Community History (3 cr.) P: H 105 or H 106. Students have the opportunity to develop and execute original research projects involving topics in community history, with particular emphasis on the regional campus service area. Projects must reflect sound conceptual and contextual grounding, including awareness of appropriate secondary literature, and incorporate primary research in local and regional archival repositories. Appropriate incorporation of oral history is encouraged. Both individual and group projects are permissible.

HIST-H 411 Historical Editing (3 cr.) P: 6 credit hours in history or consent of instructor. Study and analysis of historical writing; editing documents and visual material; process of publishing historical works.

HIST-H 412 Historic Preservation (3 cr.) History of building and decorating techniques; study of politics and economics of historic preservation; processes of renovating or restoring historic buildings; techniques of adaptive reuse of historic buildings.

HIST-H 425 Topics in History (3 cr.) P: Permission of instructor. Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary but will usually cut across fields, regions, and periods. May be repeated once for credit.

HIST-J 495 Proseminar in History (3 cr.) P: Consent of instructor. Selected topics of history. May be taken three times.

HIST-K 495 Readings in History (1-3 cr.) P: Written consent of the instructor. Selected topics; may be repeated up to a maximum of 6 credit hours when topics vary.

HIST-W 300 Issues in World History (3 cr.) In-depth study and analysis of selected historical issues and problems of importance in world history. Topics will vary from semester to semester. Permission of instructor may be required. May be repeated once for credit.

COAS-S 399 Internship in History (3 cr.) P: At least junior standing and 12 credit hours of related course work; prior arrangement with individual faculty member. Faculty-supervised experience in museum work, history preservation, historical societies, oral history, or other history-related fieldwork in private and public institutions. May be taken only once.

Honors Program (HON) — School of Arts and Letters

Tier I Courses

HON-H 103 Honors Seminar: Common Intellectual Experience I (3-6 cr.) P: Admission to the Honors Program. A skills course emphasizing writing, reading, speaking, thinking skills, collaborative learning, diversity, research, and the use of technology in an academic setting. Readings and discussion of texts-in-common selected by Honors faculty and studied in preparation for possible project presentation at the Mid-East Honors Conference in the spring. Usually taken during the first semester of study at IU Southeast. Part one of the required two-semester seminar sequence for Tier One students.

HON-H 104 Honors Seminar: Common Intellectual Experience II (3-6 cr.) P: Admission to the Honors Program. Continuation of H 103. Builds on skills attained in the first semester with continued reading and discussion of texts-in-common. Students will begin to envision, research, and refine projects for possible presentation at the Mid-East Honors Conference in the spring. Usually taken during the second semester of study at IU Southeast. Part two of the required two-semester seminar sequence for Tier One students.

Tiers I and II Courses

HON-H 306 Multidisciplinary Seminar in the Humanities and Social Sciences (3-6 cr.) P: Admission to the Honors Program or permission of the Honors Program Director. Topic varies with the instructor and semester. Possible topics include Art as Literature; Death and Dying; Utopias through History. May be repeated for up to 18 credit hours.

HON-H 307 Multidisciplinary Seminar (3-6 cr.) P: Admission to the Honors Program or permission of the Honors Program Director. Topic varies with the instructor and semester. Topics will include those outside the humanities and social sciences. May be repeated for up to 18 credit hours.

HON-H 400 Honors Research Minor Seminar (1 cr.) Required seminar for Tier Two students on the Honors Research Minor track. Honors seminars will be for the discussion of each student's research along with larger issues such as research strategies, publication, and ethics. May be repeated for up to 4 credit hours.

Health, Physical Education, and Recreation Courses — School of Education

Please Note: The following courses are offered through the School of Education.

Undergraduate Courses

HPER-A 361 Coaching of Football (1.5 cr.) Fundamentals of offensive and defensive line and backfield play, outstanding rules, offensive plays, and most frequently used defenses. Includes principles, theories, techniques, and problems of football coaching and coaching psychology. Fall sem.

HPER-A 362 Coaching of Basketball (1.5 cr.) Fundamentals of basketball shooting, passing, ball handling, and footwork; patterns against man to man, zone, and zone pressure defense. Includes principles, theories, techniques, and problems of basketball coaching and coaching psychology. Fall sem.

HPER-A 363 Coaching of Baseball (1.5 cr.) Fundamentals of pitching, catching, batting, base running, infield and outfield play, offensive and defensive strategy, and organization and management. Includes principles, theories, techniques, and problems of baseball coaching and coaching psychology. Spring sem.

HPER-A 364 Coaching of Track and Field (1.5 cr.) Fundamental procedures in conditioning, and training for cross country and track and field. Gives basic understanding of each event's coaching strategy and coaching psychology. Home meet organization and management. Includes principles, theories, techniques, and problems of track and field coaching. Spring sem.

HPER-A 368 Coaching of Tennis (1.5 cr.) Theory and methods of coaching tennis, covering technical, administrative, and organizational aspects involved in the process. Emphasis placed upon principles, fundamentals, tactics, conditioning, psychology, conduct of practice sessions, and problems.

HPER-H 160 First Aid and Emergency Care (2 cr.) Lecture and demonstration on first aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons, with skill training in all procedures. Fall sem., spring sem., summer.

HPER-P 233 Performance and Teaching of Softball (1 cr.) Instruction and analysis of skills, techniques, and strategies in softball. Development of skills in unit planning, drills, and modified game forms.

HPER-P 405 Introduction to Sport Psychology (3 cr.) An overview of the field, including psychological aspects of sport performance, coaching, and the relationship of exercise with mental health. Various theoretical orientations will be addressed with an emphasis on empirical research.

Graduate Courses

HPER-H 517 Workshop in Health Education (1-3 cr.) Interesting topics of relevance to individuals in school and public health and related disciplines are conducted in workshop fashion under the direction of faculty members. Emphasizes practical application, group involvement, and the use of resource personnel. Specific topics vary; course may be repeated for credit if topic differs.

HPER-H 518 Alcohol and Drug Education (3 cr.) Alcohol and drug abuse in American society are probed in a comprehensive yet practical manner. Physiological, psychological, sociological, theological, and legal dimensions of the issues are explored through lectures, group discussions, guest speakers, and audio-visual presentations. Discusses principles of teaching and counseling in drug education programs.

Health, Physical Education, and Recreation Courses School of Continuing Studies

Note: The School of Continuing Studies is now coordinating a minor in recreation. This program is not designed for education majors, but is open to anyone interested in coaching or pursuing a career in parks and recreation programming and management.

Undergraduate Courses

HPER-C 366 Health Problems in the Community (3 cr.) Human ecology as it relates to interaction of social and physical phenomena in solving community health problems. Considers the promotion of community health, programs of prevention, environmental health, and health services.

HPER-E 100 Snowboarding (1 cr.) Learn and practice modern snowboarding techniques. Spring sem.

HPER-E 133 Fitness and Jogging (1 cr.) Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic programs included. Course designed for students without prior experience in jogging programs, aerobics levels I through III. Graded S/F only. Fall sem.

HPER-E 181 Tennis (1 cr.) Beginning instruction in the fundamental skills of forehand and backhand strokes and serves. Competitive play in women's, men's, and mixed doubles.

HPER-E 185 Volleyball (1 cr.) Instruction in fundamental skills of power volleyball. Emphasis on overhand serve, bump, set, dig, and spike. Team offensive and defensive strategies included.

HPER-E 196 Skiing-Alpine-Downhill (1 cr.) Graduated Length Method-GLM: Learn and practice modern parallel skiing method through utilization of short skis in graduated lengths—starting from very short skis and progressing to standard-length skis. Spring sem.

HPER-H 305 Women's Health (3 cr.) Examines the relationship of women to health and health care. Five dimensions of health—physical, mental, emotional, social, and spiritual—provide a framework for comparison and contrast of health concerns unique to women and common to both sexes at all ages.

HPER-H 317 Topical Seminar in Health Education (1-3 cr.) The topical seminars will relate to current issues in the field of health education. May be repeated for credit if topic differs.

HPER-H 363 Personal Health (3 cr.) Acquaints prospective teachers with basic personal health information; provides motivation for intelligent self-direction of health behavior; study of physiological and psychological bases for health, drugs, and other critical issues; and family health.

HPER-R 100 Recreational Leadership Skills (1 cr.) Short courses designed to provide students with skills and teaching techniques necessary to function as leaders in recreation and parks. May be repeated for credit if topic differs. Only S/F grades given.

HPER-R 160 Recreation and Leisure (3 cr.) An introduction to the field of recreation and leisure from the viewpoint of the individual as a consumer and of societal agencies as providers of leisure services. Includes philosophy, history, theory, and a survey of public and private leisure-service organizations.

HPER-R 271 Dynamics of Outdoor Recreation (3 cr.) Philosophical orientation to the field of outdoor recreation; camping, outdoor education, and natural resource management; with emphasis on programs, trends, resources, and values.

HPER-R 272 Recreation Activities and Leadership Methods (3 cr.) P: R 160. Analysis of recreation program activities, objectives, determinants, and group dynamics involved in the leadership process. Identification and evaluation of equipment, supplies, and leadership techniques are included.

HPER-R 317 Seminar in Recreation and Parks (1-3 cr.) Park and recreation current issues seminar. Topic varies with the instructor and year. May be repeated for credit if topic differs.

HPER-R 324 Recreational Sports Programming (3 cr.) Overview of programmatic elements and techniques in recreational sports. Topics include informal, intramural, club, and extramural programming; values of recreational sports, programming techniques, publicity and promotion; faculty utilization, equipment, safety, liability, and program observation.

HPER-R 399 Practicum in Parks and Recreation (cr. arr.) Practical field experience under faculty supervision and with seminar discussions. Only S/F grades given.

HPER-S 101 Introduction to Safety Science (3 cr.) Surveys the safety profession and examines occupational safety from a management perspective. Provides a conceptual overview of public, industrial, traffic, and recreational safety. Discusses roles, functions, and opportunities in the safety field.

HPER-S 151 Legal Aspects of Safety (3 cr.) Discusses legal requirements for safety, health, and environmental compliance. Emphasis is given to OSHA standards with additional review of EPA, NFPA, NIOSH, and related agencies.

HPER-S 201 Introduction to Industrial Hygiene (3 cr.) The concepts, principles, and techniques in the practice of industrial hygiene are presented. The identification, evaluation, and control of occupational health hazards are discussed. An orientation to selected instrumentation used to assess the workplace is provided.

HPER-S 202 Fundamentals of Fire Protections (3 cr.) Reviews fire protection codes and standards, principles, and practices; fire theory, fire-safe design, fire protection systems and equipment, and fire hazards. Emphases on the life safety aspect of fire protection.

HPER-S 231 Safety and Health Concepts in Business and Industry II (3 cr.) An introduction to and review of various administrative programs developed by companies at the basic, intermediate, and corporate levels to enhance the total safety program and to minimize loss.

HPER-S 251 Incident Investigation and Analysis (3 cr.) Introduction of questioning and interviewing techniques for incident investigation and analysis. Examines injury causation theories, evaluation, reporting, legal aspects, and using investigation findings as a prevention tool. Reviews root causes in management systems.

HPER-S 255 Threats, Violence, and Workplace Safety (3 cr.) Emphasis on personal safety and survival through prevention, protection, and effective countermeasures for individuals and groups in the workplace. Examines potential methods for delivery and perpetuation of violence.

HPER-S 317 Topical Seminar in Safety Management (1-3 cr.) P: Consent of instructor. The topical seminars will relate to current issues in the field of safety education. Possible topics for this seminar are new requirements for controlling hazardous material, the changing legal environment of the safety professional, new techniques in accident investigation, system safety and the safety manager, human factors, and workplace design.

HPER-S 345 Safety Program Management (3 cr.) P: 6 credits of HPER-S courses, or instructor's approval. Principles, theories, and concepts of safety and health program management with comparisons of past, present, and future practices. Review of managing behavior of individuals, groups, and organizations. Focuses on managing a total safety program.

HPER-S 352 System Safety Analysis (3 cr.) P: 6 credits of HPER-S courses, or instructor's approval. Examines common tools and techniques for evaluation and injury prevention. Analysis of factors leading to unintended catastrophes in the nuclear, marine, airline, mining, chemical, and petroleum industries. System analysis tools covered include risk management, PHA, FTA, FMEA, MORT, PSM, and JSA.

HPER-S 354 Hazardous Materials and Waste Control (3 cr.) P: 6 cr. of HPER-S courses or instructor approval. Introduction and review of hazardous materials regulations and hazardous materials control method, including hazardous wastes. Occupational and environment requirements and exposures, with guidance and common examples of materials that are toxic, corrosive, reactive, explosive, flammable, and combustible. These classes of materials will be considered from their generation to disposal.

HPER-S 370 Principles and Strategies of Behavioral Safety (3 cr.) Examines the principles, strategies, and methods of behavioral safety approaches in the workplace. Ways to improve safety culture and safety performance are explored through applied behavioral analysis, safety observation, and coaching.

HPER-S 410 Advanced Industrial Hygiene (3 cr.) P: HPER-S 201 plus 12 credits of HPER-S courses; junior/senior standing. Provides definitive application of principles and concepts for the solutions of workplace health and physical hazards. Program management techniques are discussed. Research procedures and techniques are introduced through individual and group projects.

HPER-S 415 Safety Education and Training (3 cr.) P: 6 cr. of HPER-S courses or instructor approval. Assessing training and education needs, establishing goals and objectives, planning and methods for delivery, using resources and evaluating effectiveness. Students develop evaluation instruments and conduct mock OSHA training. Emphasis is on improving safety performance in addition to compliance.

HPER-S 425 Safety Process Administration and Leadership (3 cr.) P: 6 cr. of HPER-S courses or instructor approval. Concepts, principles, and techniques of effective administration and leadership. Topics include safety professional's role in administration. Focus on methods of adding value through leadership to continuously improve safety performance.

HPER-S 430 Topical Senior Seminar in Safety Culture (1-3 cr.) P: Consent of instructor. The topical seminars will relate to current issues in the field of safety culture. Explore issues of sound business principles and management practices for the development of an effective safety culture.

HPER-S 440 Research in Safety Education (1-3 cr.) Undergraduate research done in the field of safety education under the direction of a faculty member in the department.

HPER-S 441 Readings in Safety Education (1-3 cr.) Planned readings in safety education to be conducted under the direction of a member of the faculty. Enrollment is limited to seniors or advanced juniors who are majors in the department. Reading proposal must be approved in advance.

HPER-S 444 Field Experience in Occupational Safety (1-10 cr.) Safety majors only; junior/senior standing; consent of instructor. Field experience through on-the-job and related opportunities in occupational safety. Students will be assigned to industrial and occupational enterprises offering professional development for the safety specialist. Periodic critiques will be scheduled with supervisory personnel. Written progress reports will be required. S/F only.

General Humanities (HUMA) — School of Arts and Letters

HUMA-U 101 Introduction to the Humanities (3 cr.) A survey of the development of the humanities to the Renaissance, with an emphasis on the relationship between ideas and the arts.

HUMA-U 102 Introduction to Modern Humanities (3 cr.) A survey of the development of the humanities from the Renaissance to the present, with an emphasis on the relationship of ideas and the arts.

Informatics (INFO) — School of Natural Sciences

INFO-I 101 Introduction to Informatics (4 cr.) P: Computer literacy. Emphasis on topics in human-computer interaction and human factors, collaborative technologies, group problem solving, ethics, privacy, and ownership of information and information sources, information representation and the information life cycle, the transformation of data to information, and futuristic thinking.

INFO-I 130 Introduction to Cybersecurity (1 cr.) P or C: INVO-I 101. This course introduces students to cybersecurity. The course will primarily focus on introduction to three core areas (technical aspects of security, organizational aspects of security, and legal aspects of security). Through examples of security problems in real life, this course will illuminate fundamental ideas and concepts of information security. One-half semester.

INFO-I 201 Mathematical Foundations of Informatics (4 cr.) P: INFO-I 101 and MATH-M 118. An introduction to the suite of mathematical and logical tools used in information sciences, including finite mathematics, automata

and computability theory, elementary probability and statistics, and basics of classical information theory. Cross-listed with CSCI-C 251. Credit given for either INFO-I 201 or CSCI-C 251 (IU Southeast).

INFO-I 202 Social Informatics (3 cr.) P: INFO-I 101. Introduces the social and behavioral foundations of informatics. Theoretical approaches to how technology is used from psychological and sociotechnical perspectives. Examples of how current and emerging technologies such as games, e-mail, and electronic commerce are affecting daily lives, social relations, work, and leisure time.

INFO-I 210 Information Infrastructure I (4 cr.) Recommended prerequisite or concurrent: INFO-I 101. The software architecture of information systems. Basic concepts of systems and applications programming. Cross-listed with CSCI-C 201. Credit given for only one of the following: INFO-I 210 or CSCI-C 201 (IU Southeast).

INFO-I 211 Information Infrastructure II (4 cr.) P: INFO-I 210. The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems. Cross-listed with CSCI-C 202. Credit given for only one of the following: INFO-I 211, CSCI-C 202 (IU Southeast).

INFO-I 230 Analytical Foundations of Security (3 cr.) P: INFO-I 130. This course will allow students to reevaluate and conceptualize material learned in discrete courses to consider the topics from their perspective of security. For example, computer system basics such as hardware (CPUs, memory) and software are reconsidered from the perspective of how their interactions create vulnerabilities. Vulnerabilities that combine standard hardware and software configurations will be examined because they illuminate both security and computer networks. Operating systems and file systems are examined from the perspective of access control, permissions, and availability of system services.

INFO-I 250 Photography at a Crime Scene I (3 cr.) Basics of photography using film, digital and video camera in the recording of a crime scene. Lectures, discussions and practical exercises help students practice each system applying specific photographic principles that will be used to document mock crime scenes. Offered on the IUPUI campus only.

INFO-I 251 Photography at a Crime Scene II (3 cr.) P: INFO-I 250. Documents a crime scene with high-quality photographs that fairly and accurately represent what was found at a scene so that the implications can be conveyed to others sitting in judgment. Offered on the IUPUI campus only.

INFO-I 260 Scientific Digital Imaging I (3 cr.) Digital imaging technology provides the opportunity for increased efficiency and effectiveness in processing images for legal matters. It is possible to more quickly capture the right images and it is possible to extract more information from images using high-speed computers and advanced software. This course teaches the techniques and processes that can be used. Offered on the IUPUI campus only.

INFO-I 261 Scientific Digital Imaging II (3 cr.) Basics of image processing for courtroom purposes. Digital imaging methods, following guidelines of the scientific working group on imaging technology of the FBI will be utilized to produce high-quality, valid, and reliable images suitable for courtroom applications. Offered on the IUPUI campus only.

INFO-I 300 Human-Computer Interaction-Design and Programming (3 cr.) P: INFO-I 211. The analysis of human factors and the design of computer application interfaces. A survey of current HCI designs with an eye toward what future technologies will allow. The course will emphasize learning HCI based on implementation and testing interfaces.

INFO-I 303 Organizational Informatics (3 cr.) P: INFO-I 101. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics, functional areas and business processes, information-based products and services, the use of and redefining role of information technology, the changing character of work life and organizational practices, sociotechnical structures, and the rise and transformation of information-based industries.

INFO-I 308 Information Representation (3 cr.) P: INFO-I 201 and INFO-I 210. The basic structure of information representation in social and scientific applications. Representational structures and approaches from many disciplines are introduced: philosophical theories of classification and categorization; information access and representation on the World Wide Web; object-oriented design and relational databases; and AI knowledge representation and discovery.

INFO-I 310 Multimedia Arts and Technology (3 cr.) P: INFO-I 308. The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice.

INFO-I 320 Distributed Systems and Collaborative Computing (3 cr.) P: INFO-I 211. An introductory treatment of distributed systems and programming. Topics range from the distributed and object models of computation to advanced concepts, such as remote method invocations, object brokers, object services, open systems, and future trends for distributed information systems.

INFO-I 330 Legal and Social Informatics of Security (3 cr.) P: INFO-I 230 or consent of instructor. This course examines that set of ethical and legal problems most tightly bound to the issues of information control. The interaction and technology changes, but the core issues have remained: privacy, intellectual property, Internet law, concepts of jurisdiction, speech anonymity versus accountability, and ethical decision making in the network environment.

INFO-I 391 Internship in Informatics Professional Practice (1-3 cr.) P: Approval and completion of 100- and 200- level requirements in informatics. Students gain professional work experience in an industry or research organization setting, using skills and knowledge acquired in informatics course work. May be repeated for a maximum of 3 credit hours.

INFO-I 400 Topics in Informatics (3 cr.) P: At least junior standing or permission of instructor. Variable topic. Emphasis is on new developments and research in informatics. Can be repeated twice for credit when topics vary, subject to approval.

INFO-I 400 Career Development for Informatics Majors (1 cr.) The course develops skills and knowledge that enables students to successfully pursue a career search, both at the time of graduation and beyond. Topics include resume and cover letter writing, interviewing skills, job search strategies and resources, networking, and job search ethics.

INFO-I 421 Applications of Data Mining (3 cr.) P: INFO-I 308. The course explores the use of data mining techniques in different settings, including business and scientific domains. The emphasis will be on using techniques instead of developing new techniques or algorithms. Students will select, prepare, visualize, analyze, and present data that leads to the discovery of novel and actionable information.

INFO-I 427 Search Informatics (3 cr.) Techniques and tools to automatically crawl, parse, index, store and search Web information, organizing knowledge that can help meet the needs of organizations, communities and individual users. Social and business impact of search engine technology. As a project, students will build a real search engine and compare it with Google.

INFO-I 430 Security for Networked Systems (3 cr.) P: INFO-I 230, or permission of instructor. This course is an extensive survey of network security. The course materials cover threats to information confidentiality, integrity, and availability in different Internet layers, and defense mechanisms that control these threats. The course also provides a necessary foundation on network security, such as cryptographic, primitives/protocols, authentication, authorization and access control technologies; and hands-on experiences through programming assignments and course projects.

INFO-I 441 Human-Computer Interaction Design (3 cr.) Human-computer interaction design (HCID) describes the way a person or group accomplishes tasks with a computer—what the individual or group does and how the computer responds, what the computer does and how the individual or group responds. This course is organized around a collection of readings and three design projects applying human-computer interaction principles to the design, selection, and evaluation of interactive systems.

INFO-I 453 Computer and Information Ethics (3 cr.) Ethical and professionalization issues that arise in the context of designing and using networked information technologies and information resources. Examines frameworks for making ethical decisions, emergent technologies and their ethical implications, information/computer professionalism. Topics include privacy, intellectual property, cybercrime, games, social justice, and code of professional ethics.

INFO-I 460/461 Senior Thesis (3/3 cr.) P: Senior standing and approval. The senior student prepares and presents a thesis: a substantial, typically multichapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

INFO-I 491 Capstone Project Internship (3-6 cr.) P: Approval and completion of all required core informatics courses. Students put their informatics education to practice through the development of a substantial project while working in a professional information technology environment. May be repeated for a maximum of 6 credit hours.

INFO-I 494/495 Design and Development of an Information System (3/3 cr.) P: Senior standing and approval. System design and development present both technical and managerial problems with which students will be familiar from their undergraduate course work. This course puts these lessons into practice as students work in teams to develop an information system. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality).

INFO-I 499 Readings and Research in Informatics (1-3 cr.) P: Consent of instructor and completion of 100- and 200-level requirements in informatics. Independent readings and research related to a topic of special interest to the student. Written report required. Can be repeated for a maximum of 6 credit hours.

International Studies (INTN)

COAS-I 400 International Studies Capstone Seminar (3 cr.) Students will complete a senior thesis or project within their area of concentration. This may be as an independent study for the purpose of writing a research paper or may be through a faculty-led seminar, if offered.

Journalism (JOUR) — School of Social Sciences

JOUR-C 200 Introduction to Mass Communication (3 cr.) Survey of the functions, responsibilities, and influences of the various media of mass communication. Directed toward the consumer and critic of mass media.

JOUR-C 327 Writing for Publication (3 cr.) P: J 200 (may be waived) Work as a staff member on the campus newspaper. Reporting and writing, headline writing, desktop publishing, photography, and advertising sales. Journalism majors must satisfactorily complete two semesters of this course with a total of 6 hours of credit.

JOUR-J 200 Reporting, Writing and Editing I (3 cr.) Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and write and edit news.

JOUR-J 210 Visual Communication (3 cr.) Theories of visual communication including human perception and principles of design. Application of those theories to photography, computer graphics, photo editing, and page design in news communication.

JOUR-J 280 Seminar in Journalism Ethics (3 cr.) Examines the ethical dilemmas that confront today's journalists and provides a framework for decision making.

JOUR-J 300 Communications Law (3 cr.) History and philosophy of laws pertaining to free press and free speech. Topics include trademark and copyright law, libel, censorship, obscenity, right of privacy, government regulations, and business law affecting media operations.

JOUR-J 320 Principles of Creative Advertising (3 cr.) Analysis of strategy employed in developing creative advertising, with emphasis on the role of the copywriter. Research, media, legal aspects, ethical standards as they apply to the copywriting functions. Place of the creative function within the advertising agency and the retail business.

JOUR-J 341 Newspaper Reporting (3 cr.) P: J 200. Techniques of gathering, analyzing, and writing news and features for newspapers. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 344 Photojournalism Reporting (3 cr.) For journalism majors, but nonmajors may register if space is available. The course will survey photographic techniques, including subject selection, composition and framing, lens and filter use, and darkroom procedures.

JOUR-J 351 Newspaper Editing (3 cr.) P: J 200. Workshop in fundamentals of editing newspapers, with emphasis on news judgment, fairness, accuracy, editorial balance, and language usage. Practice in writing news summaries, editing copy, writing headlines, laying out pages, and using computer editing technology.

JOUR-J 385 Television News (3 cr.) Preparation and presentation of news for television. Practice in writing, reporting and editing news for TV.

JOUR-J 423 Public Opinion (3 cr.) Behavioral study of nature, operation, molding, and influence of public opinion, with practice in its measurement and evaluation. Discussion of major political, social, economic, and cultural problems. Credit will not be given for both J 423 and POLS-Y 316 or SOC-S 436.

JOUR-J 425 Supervision of School Publications (3 cr.) Lectures and discussion on designing, producing, and financing school newspapers and yearbooks. Practical exercises in journalistic writing, editing, layout, and photography.

JOUR-J 460 Topics Colloquium-Careers in Journalism (1 cr.) Prepare for job or internship searches. Polish your resume or portfolio. Learn how to write cover letters and practice interviewing skills. Understand how to articulate your abilities and experiences to market yourself to potential employers. Prepare a career action plan.

JOUR-J 485 Senior Seminar in Journalism (3 cr.) P: Senior standing. Topical seminar dealing with changing subjects and material on relevant issues in journalism and mass communications; research paper usually required. Usually offered in spring semester.

JOUR-J 499 Honors Research in Journalism (1-4 cr.) To be taken in conjunction with advanced courses to meet requirements for the Journalism Honors Program. Authorization required.

Master in Liberal Studies (LBST) — Liberal Studies

LBST-D 501 Humanities Seminar (1-3 cr.) An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester.

LBST-D 502 Social Science Seminar (1-3 cr.) An interdisciplinary graduate seminar in the social sciences. Topics vary from semester to semester.

LBST-D 503 Natural Science Seminar (1-3 cr.) An interdisciplinary graduate seminar in the natural sciences. Topics vary from semester to semester.

LBST-D 510 Introduction to Graduate Liberal Studies (3 cr.) The course provides a comprehensive introduction to graduate liberal studies, as well as preparing students to participate successfully in all facets of the MLS program. The course examines principles of intellectual inquiry in the three fields represented in the MLS program: Arts & Letters, Natural Sciences, and Social Sciences.

LBST-D 511 Humanities Elective (1-4 cr.) An elective taken for graduate credit in a humanities field. Requires Application for Graduate Credit signed by student and instructor, submitted to MLS director.

LBST-D 512 Social Sciences Elective (1-4 cr.) An elective taken for graduate credit in a social sciences field. Requires Application for Graduate Credit signed by student and instructor, submitted to MLS director.

LBST-D 513 Natural Sciences Elective (1-4 cr.) An elective taken for graduate credit in a natural sciences field. Requires Application for Graduate Credit signed by student and instructor, submitted to MLS director.

LBST-D 594 Directed Readings (1-3 cr.) Readings in interdisciplinary topic under the supervision of a faculty member. Requires application for D 594 signed by student and instructor, submitted to MLS director.

LBST-D 601 Graduate Project Proposal Seminar (3 cr.) During the course, students progress from a thesis idea to a full Graduate Project Proposal; a process which involves extensive literature review and development of appropriate methodology. At course end, students will have developed the first two chapters of their thesis. In addition students will identify their thesis committee.

LBST-D 602 Graduate Project (1-6 cr.) Independent project to be undertaken in consultation with the student's graduate advisor. This project requires students to demonstrate mastery of some specific topic or medium of expression. Prerequisite: Approved Graduate Project Proposal.

Mathematics (MATH) — School of Natural Sciences

Developmental Mathematics

MATH-M 007/M 005 Elementary Algebra with Lab (5 cr.) P: Proficiency in arithmetic and basic geometry. This version of Elementary Algebra is designed with a lab for students with little or no previous background in algebra. The class meets four times per week to provide opportunities for additional classroom activities and a thorough review of integers at the beginning of the course. Designed to teach elementary operations of equations, inequalities, polynomials, factoring, linear graphing, and problem solving. Prepares students for intermediate algebra or math for elementary teachers' courses. Credit does not apply toward a degree. Fall sem., spring sem.

MATH-M 007 Elementary Algebra (3 cr.) P: Proficiency in arithmetic and basic geometry, placement by exam. Designed to review and/or teach elementary operations of equations, inequalities, polynomials, factoring, and

linear graphing. Prepares students for intermediate algebra or math for elementary teachers' courses. Credit does not apply toward a degree. Fall sem., spring sem., summer.

MATH-M 007/M 117 Combined Elementary/Intermediate Algebra (6 cr.) P: Placement into M 007 by examination. Designed to cover the topics of both M 007 and M 117 in one semester: factoring; rational, polynomial, and exponential expressions; linear, quadratic, and radical equations; linear systems; functions and graphing. M 007 credit does not apply toward a degree. Fall sem.

Mathematics

Graphing calculators are required in many courses. Check the Schedule of Classes for information on the specific type of calculator for a given course. A mathematics resource lab with computer and tutoring resources is available in the Life Sciences Building. See www.ius.edu/mathlab for current information.

MATH-A 118 Finite Mathematics for the Social and Biological Sciences (3 cr.) P: One year of high school algebra or M 007. Quantitative reasoning, probability, elementary combinations, reading and interpreting graphs and tables, measuring central tendency and variation, scatter plots, correlation, regression. Intended to meet the finite math requirement for students who will be taking K 300. Course uses applied examples from psychology, sociology, biology, and political science. Course taught using Excel for computation and graph production. Credit given for only one of A 118 or M 118. Fall sem., spring sem.

MATH-K 300 Statistical Techniques (3 cr.) P: Two years of high school mathematics including algebra, placement by exam, or M 117. R: M 118 or A 118. An introduction to statistics. Nature of statistical data. Ordering and manipulation of data. Measures of central tendency and dispersion. Elementary probability. Concepts of statistical inference decision; estimation and hypothesis testing. Special topics may include regression and correlation, analysis of variance, and nonparametric methods. Credit not given for ECON-E 280–E 281 and MATH-K 300. Fall sem., spring sem., summer.

MATH-M 110 Excursions into Mathematics (3 cr.) P: One year each of high school algebra and geometry, or M 007. A course designed to convey the flavor and spirit of mathematics, stressing reasoning and comprehension rather than technique. Not preparatory to other courses; mathematical topics may vary. This course does not count toward a major in mathematics. Fall sem., spring sem., summer.

MATH-M 112 Quantitative Literacy through Algebra (3 cr.) P: One year of high school algebra or M 007. This course will be offered through the Web and CD-ROM. You must have access to a computer and an Internet connection. The course material is similar to an intermediate algebra course, but does not provide the skills to prepare students for M 122 College Algebra. It covers linear, quadratic, and exponential functions, applications, and other topics using technology. Real problems are used to introduce each concept. The material is on CD-ROM and has an extensive help menu integrated in the Cognitive Tutor Software from the Carnegie Learning Company. Contact dcochran@Ius.edu after registration to get started.

MATH-M 117 Intermediate Algebra (3 cr.) P: Placement by exam and one year of high school algebra or M 007. Factoring, rational expressions, fractional exponents, radicals, quadratic equations, linear and quadratic functions, and linear systems. Credit by examination not given. Fall sem., spring sem., summer.

MATH-M 118 Finite Mathematics (3 cr.) P: Two years of high school mathematics including algebra, placement by exam, or M 117. Set theory, linear systems, matrices, probability, statistics and finance. Applications to problems from the social sciences. Fall sem., spring sem., summer.

MATH-M 119 Brief Survey of Calculus I (3 cr.) P: Placement by exam or M 122. Introduction to calculus. Primarily for students in business and the social sciences. Not open to those who have had M 215. For additional restrictions, refer to M 215–M 216. Fall sem., spring sem., summer.

MATH-M 120 Brief Survey of Calculus II (3 cr.) P: M 119. A continuation of M 119 covering topics in elementary differential equations, calculus of functions of several variables, and infinite series. Intended for nonphysical science students. Not open to those who have had M 216. For additional restrictions, refer to M 215-M 216. Fall sem., spring sem.

MATH-M 122 College Algebra (3 cr.) P: Two years of high school algebra and placement by exam, or M 117. Designed to prepare students for M 119 (calculus). Includes graphing linear and nonlinear functions, exponential and logarithmic functions, linear and nonlinear equations and inequalities. A student taking both M 122 and M 125 will receive only 3 credit hours toward graduation. Fall sem., spring sem., and summer.

MATH-M 125 Precalculus Mathematics (3 cr.) P: Two years of high school algebra and placement by exam, or M 117. Designed to prepare students for M 215 (Calculus). Algebraic operations, polynomials, functions and their graphs, conic sections, linear systems of equations, exponential and logarithmic functions. A student taking both M 122 and M 125 will receive only 3 credit hours toward graduation. Fall sem., spring sem., summer.

MATH-M 126 Trigonometric Functions (2 cr.) P or C: M 125 or equivalent. Designed to develop the properties of the trigonometric functions to prepare for courses in calculus (M 215–M 216). Does not satisfy the mathematical reasoning distributional requirements. Fall sem., spring sem., summer.

MATH-M 215–M 216 Analytic Geometry and Calculus I-II (5-5 cr.) P: Three years of high school mathematics including two years of algebra or M 125 and M 126. Coordinates, functions, straight line, limits, continuity, derivative and definite integral, applications, circles, conics, techniques of integration, infinite series. A student who has had M 119 will receive 3 credits toward graduation for M 215. Fall sem., spring sem.

MATH-M 295 Readings and Research (1-3 cr.) Supervised problem solving. Admission only with permission of a member of the mathematics faculty who will act as supervisor. Does not count toward distribution requirements.

MATH-M 303 Linear Algebra for Undergraduates (3 cr.) P: M 216. Introduction to theory of real and complex vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Fall sem.

MATH-M 305 Applied Mathematics in Business (3 cr.) P: MATH-M 117, ENG-W 131, sophomore standing or above. This is a project-oriented course in which mathematical modeling tools and decision processes will be used by teams of students to analyze and solve business problems for local business clients. Topics covered may include forecasting, quality control, inventory theory, queuing theory, or optimization. Credit given for only one of BUS-K 305 or MATH-M 305.

MATH-M 311 Calculus III (3 cr.) P: M 216. Elementary geometry of 2,3, and n-space, functions of several variables, partial differentiation, minimum and maximum problems, multiple integration. Fall sem.

MATH-M 312 Calculus IV (3 cr.) P: M 311. Intended for students majoring in the physical sciences and applied mathematics. Vector integral calculus (line integrals, Green's theorem, surface integrals, Stokes' theorem and applications). Topics in series expansions, including Fourier series and some applications. Introduction to functions of a complex variable (Cauchy-Riemann equations, Cauchy integral theorem, Laurent expansions and applications).

MATH-M 313 Elementary Differential Equations with Applications (3 cr.) P: M 216. Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques. Spring sem.

MATH-M 315 Advanced Calculus for Applications (3 cr.) P: M 311. Properties of real numbers, sequences and series of functions, vector analysis, line and surface, integrals, integral theorems.

MATH-M 347 Discrete Mathematical Models (3 cr.) P: M 118 or equivalent. Introduction to the development and use of discrete mathematical models in the social, life, and management sciences; emphasis on models involving Markov chains, game theory, graph theory, and evolutionary systems. Credit not given toward major in mathematics.

MATH-M 360 Elements of Probability (3 cr.) P: M 216 or equivalent. Introduction to mathematical theory of probability. Probability models, combinatoric problems, conditional probability and independence, random variables, distributions, densities, expectation, moments, Chebyshev inequality, generating functions of random variables, binomial, hypergeometric Poisson, uniform, gamma, normal and related distributions, joint distributions, laws of large numbers, normal approximation applications. Fall sem.

MATH-M 363 Sample Survey Techniques (3 cr.) P: Two years of high school mathematics including algebra, K 300 or equivalent, or consent of instructor. Techniques; simple random, stratified, systematic, cluster, proportions, ratios, percentages; sample size, and sources of error in surveys.

MATH-M 366 Elements of Statistical Inference (3 cr.) P: M 360. Sampling distributions (Chi square, t and F distributions), order, statistical decisions, and inference. Hypothesis-testing concepts, Neyman/Pearson lemma, likelihood ratio tests, power of tests. Point estimation, methods of moments, maximum likelihood, Cramer-Rao bound, properties of estimators. Interval estimation, applications. Regression, correlation, analysis of variance, nonparametric methods. Spring sem.

MATH-M 371 Elementary Computational Methods (3 cr.) P: M 216, CSCI-C 201, consent of instructor. Programming for digital computers and their use in numerical problems, function evaluation, polynomials and simultaneous linear equations, convergence of iterative procedures, errors, quadrature, simple differential equations.

MATH-M 380 History of Mathematics (3 cr.) P: M 119 or M 215. Brief study of development of algebra and trigonometry; practical, demonstrative, and analytic geometry; calculus, famous problems, calculating devices; famous people in these fields and chronological outlines in comparison with outlines in the sciences, history, philosophy, and astronomy.

MATH-M 391 Introduction to Mathematical Reasoning (3 cr.) P: M 216. Sets, functions and relations groups, real and complex numbers. Bridges the gap between elementary and advanced courses. Recommended for students with insufficient background for 400-level courses, for M.A.T. candidates, and for students in education.

MATH-M 403–M 404 Introduction to Modern Algebra I-II (3-3 cr.) P: M 303 or M 391 or consent of instructor. Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations. Fall sem., spring sem.

MATH-M 405 Number Theory (3 cr.) P: M 216. Numbers and their representation, divisibility and factorization, primes and their distribution, number theoretic functions, congruences, primitive roots, diophantine equations, quadratic residues, sums of squares, number theory and analysis, algebraic numbers, irrational and transcendental numbers.

MATH-M 406 Topics in Mathematics (3 cr.) Selected topics in various areas of mathematics not covered by the standard courses. May be repeated for credit.

MATH-M 413–M 414 Introduction to Analysis I-II (3-3 cr.) P: M 311 and M 391. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieljes integral, and special topics.

MATH-M 415 Elementary Complex Variables with Applications (3 cr.) P: M 311 or consent of instructor. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, contour integration, calculus of residues, conformal mapping, applications to physics.

MATH-M 420 Metric Space Topology (3 cr.) P: M 303 or M 391 or consent of instructor. Topology of Euclidean and metric spaces. Limits and continuity of functions in such spaces. Topological properties of metric spaces such as separation properties, connectedness, and compactness. Complete metric spaces. Elementary general topology.

MATH-M 421–M 422 Introduction to Topology I-II (3-3 cr.) P: M 303 and M 311. Introduction to point set topology with emphasis on metric spaces. Continuity, Cortesian products, connectedness, compactness, completeness. Elements of homotopy theory, fundamental group and covering spaces, elementary homology theory, applications to simplicial complexes and manifolds.

MATH-M 425 Graph (Network) Theory and Combinatorial Theory (3 cr.) P: M 303. Graph theory: basic concepts, connectivity, planarity, coloring theorems, matroid theory, network programming, and selected topics. Combinatorial theory: generating functions, incidence matrices, block designs, perfect difference sets, selection theorems, enumeration, and other selected topics.

MATH-M 435 Introduction to Differential Geometry (3 cr.) P: M 311 and M 303. Introduction to the geometry of curves and surfaces. Topics include arc length, torsion, Frenet formulae, metrics, curvature, and surface theory.

MATH-M 436 Introduction to Geometries (3 cr.) P: M 391 or consent of instructor. Non-Euclidean geometry, axiom system. Plane projective geometry, Desarguesian planes, perspectives, coordinates in the real projective plane. The group of projective transformations and subgeometries corresponding to subgroups. Models for geometries. Circular transformations. Spring sem.

MATH-M 441–M 442 Applied Mathematics I-II (3-3 cr.) P: M 311 and M 313 or consent of instructor. Advanced calculus preliminaries, first-order equations, derivation and classification of the classical equations of mathematical physics, wave and heat equation, separation of variables, Fourier series, special functions, Sturm-Liouville theory, Green's function, Fourier and Laplace transform, Laplace equation, Volterra and Fredholm integral equations, calculus of variations.

MATH-M 447 Mathematical Models and Applications I (3 cr.) P: M 303, M 311, and M 360, which may be taken concurrently, or consent of instructor. Formation and study of mathematical models used in the biological,

social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

MATH M 471 Numerical Analysis I (3 cr.) P: M 303 and M 313, or consent of instructor. Solution of linear systems, eigenvalue problems, solutions of nonlinear equations by iterative methods, functional approximation and interpolation, numerical integration, initial-value and boundary-value problems.

MATH-M 490 Problem Seminar (3 cr.) P: M 303, M 403, or M 413 (M 403 or M 413 may be concurrent), and consent of instructor. Introduction to research techniques for advanced undergraduates, based on problems from parts of the regular curriculum, such as linear algebra, topology, probability, and analysis. Emphasis will be on problems of both current and historical interest but usually not in the standard literature.

MATH-M 493 Senior Thesis in Mathematics (1 cr.) P: M 403 or M 413. The student must write and present a paper (senior thesis) on a topic agreed upon by the student and the department chairperson or advisor delegated by the chairperson.

MATH-T 101 Mathematics for Elementary Teachers I (3 cr.) P: One year each of high school algebra and geometry, M 007. Problem solving with and operations on whole numbers, and integers. Prime numbers and elementary number theory. Other bases and exponents. Elements of set theory and functions. Equations and inequalities over the real number system. Open only to elementary-education students. Does not count toward divisional distribution requirements. Fall sem., spring sem., summer.

MATH-T 102 Mathematics for Elementary Teachers II (3 cr.) P: T 101. Problem solving with rational numbers, decimals, percents, math of finance. Elementary combinatorics, probability, and statistics. Does not count toward mathematical reasoning distribution requirements. Fall sem., spring sem., summer.

MATH-T 103 Mathematics for Elementary Teachers III (3 cr.) P: T 101. Basic introduction to geometric concepts, including definitions, properties, congruence and similarity of plane and three-dimensional figures. Geometric constructions and translations of the plane. Problem solving with geometric measurements of perimeter, area, surface area, and volume. Does not count toward mathematical reasoning distribution requirements. Fall sem., spring sem., summer.

MATH-T 321 Intuitive Topology I (3 cr.) P: M 216 or consent of instructor. Intuitive description of topology, including networks and maps, topological equivalence, classification of surfaces, spheres with topological equivalence, classification of surfaces, spheres with handles, Jordan curve theorem, transformations, and fixed-point theorems.

Mechanical Engineering Technology (MET) Purdue

MET 102 Production Design and Specifications (3 cr.) P: CGT 110 and MET 160. The design, evaluation, and documentation of engineering specifications required for manufacturability and assembly are introduced. Emphasis is on CAD-based details, assemblies, design layouts, equipment installations and related industrial practices.

MET 111 Applied Statics (3 cr.) P: MATH-M125/M 126 and MET 160. Force systems, resultants and equilibrium, trusses, frames, beams, and shear moments in beams are studied.

MET 143 Materials and Processes I (3 cr.) An overview of structures, properties, and applications of metals, polymers, ceramics, and composites commonly used in industry is presented. Problem-solving skills are developed in the areas of materials selection, evaluation, measurement, and testing.

MET 144 Materials & Processes II (3 cr.) P: MET 143. Basic casting, forming, welding, and joining processes are surveyed. The course emphasizes the selection and application of various processes.

MET 160 Computational Analysis Tools in MET (3 cr.) The skills needed to solve technical problems in Mechanical Engineering Technology are developed. Instruction is given in analytical problem-solving techniques. The electronic calculator, the factor-label method of unit conversions & engineering graphs, are used to solve problems.

MET 211 Applied Strength of Materials (4 cr.) P: MET 111 and MET 160. C: MATH 221. The principles of strength, stiffness, and stability are introduced and applied primarily to mechanical components.

MET 213 Dynamics (3 cr.) P: MET 111. C: MATH 221. Kinematics and kinetics principles of rigid-body dynamics are introduced. Emphasis is on the analysis of bodies in plane motion.

MET 214 Machine Elements (3 cr.) P: MET 160, MATH 221, and MET 213. The methods developed in statics, dynamics, and strength of materials are applied to basic machine components. The fundamental principles required for selection of individual elements that compose a machine are developed.

MET 220 Heat/Power (3 cr.) P: MET 160, PHYS-P201. C: MATH 221. Principles of thermodynamics and heat transfer. Basic thermodynamic processes are used to evaluate the performance of energy-based systems: internal combustion engines, power plants, equipment, and heat exchangers.

MET 230 Fluid Power (3 cr.) P: MET 111 or PHYS-P201, and MET 160. This course consists of the study of incompressible fluid statics and dynamics as applied to hydraulic and pumps, motors, transmissions, and controls.

MET 245 Manufacturing Processes II (3 cr.) P: MET 143, MATH-M125, or M126 or MET 160. Surveys the manufacturing processes and tools commonly used to convert cast forged, molded and wrought materials into finished products. Includes basic mechanisms of material removal, measurement, quality control, assembly processes, safety, process planning & automated manufacturing.

MET 313 Fluid Mechanics (3 cr.) P: MET 230, MATH 221. The fundamental principles of fluid mechanics are developed, including properties of fluid pressure, hydrostatics, dynamics of fluid flow, friction losses, and sizing of pipes. Emphasis is on system design and system/pump matching.

MET 315 Applied Mechanism Kinematics and Dynamics (3 cr.) P: MET 213. Graphical and semigraphical methods are used to determine displacements, velocities, and accelerations in common mechanisms. Cam followers and basic motions; static and dynamic force analysis; static and dynamic shaft balancing; and relevant microcomputer software also are considered.

MET 320 Applied Thermodynamics (3 cr.) P: MET 220, MATH 221. Following a review of fundamental concepts, advanced power and refrigeration cycles are analyzed. Applications such as gas mixtures, air-vapor mixtures and application of combustion to power cycles are presented.

MET 344 Materials II (3 cr.) P: MET 143 and CHEM-C101/121. Topics include the bonding of atoms; the structures of crystals and polymers; the coldworking, alloying and heat treating of metals; and the physical behavior of plastics. Course emphasis is on the development and control of material properties to meet engineering requirements and specifications.

MET 345 Welding Technology (3 cr.) Welding processes, equipment, and weldments are studied. An in-depth look is taken into welding processes, welding problems, quality control, inspection methods, welding filler metals, welding equipment, and weldment design.

MET 382 Controls and Instrumentation of Automation (3 cr.) (P): MATH-M125/126, CSCI-A201, and PHYS-P202. Study of the procedures and techniques essential to industrial measurement and transmission of data is provided in the areas of machine control, process control, and automated testing. Concepts of hysteresis, repeatability, weighted signals, span, suppression, range, and closed loop control are emphasized.

MET 411 Finite Elemental Method (3 cr.) The finite element method is introduced, with emphasis on modeling and interpretation of results. Linear static problems are solved using commercial FEA software, and FEA results are verified through laboratory tests and/or theoretical calculations. Topics include trusses, frames, plane stress/strain, torsion, 3D structures, buckling, and natural frequency/mode shape analyses.

MET 426 Internal Combustion Engines (3 cr.) (P): MET 230. Deals with the fundamentals of internal combustion engines, with emphasis on performance, efficiency, and emissions. A comprehensive review of engine/vehicle operating systems is conducted. Related topics such as turbocharging, fuel oxygenates, lubrication, and computerized engine management is presented.

MET 451 Manufacturing Quality Control (3 cr.) Quality control practices used in manufacturing industries; management, statistical control charts, reliability, sampling plans, economics, computer methods, and test equipment are presented and applied.

MET 490C Special Topics (3 cr.) Joining technologies that include fastening, welding, brazing/soldering, adhesive, and diffusion bonding processes of metals, ceramics, plastics, and composites. Includes materials, processes, destructive & non-destructive evaluation, and design aspects of these technologies.

CGT 110 Technical Graphics Communications (3 cr.) C: MATH-M125/126. This course is an introduction to the graphic language used to communicate design ideas using Computer-aided Drafting (CAD). Topics include multi-view drawings, dimensioning practices, and section views.

Microbiology (MICR) — School of Natural Sciences

MICR-J 200 Microbiology and Immunology (3 cr.) P: ANAT-A 215, CHEM-C 101–C 102, and PHSL-P 215, or equivalent in Nursing major. For students in the bachelor's degree curricula in the School of Nursing; others by consent of instructor. Concurrent or previous registration in microbiology laboratory MICR-J 201 is recommended. Consideration of pathogenic bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

MICR-J 201 Microbiology Laboratory (1 cr.) C: J 200. Bacteriological techniques: microscopy, asepsis, pure culture, identification. Biology of microorganisms; action of antimicrobial agents. Representative immunological reactions. Recognition of pathogenic fungi and animal parasites. (Lab fee required.)

MICR-M 310 Microbiology (3 cr.) P: L 101, L 102. C: MICR-M 315. Introduction to microorganisms and viruses as model systems for comparative studies of cytology, metabolism, nutrition, genetics, and intracellular regulatory mechanisms, with emphasis on medical microbiology.

MICR-M 315 Microbiology: Laboratory (2 cr.) P: MICR-M 310 concurrently. Exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions. (Lab fee required.)

MICR-M 350 Microbial Physiology and Biochemistry (3 cr.) P: L 101, L 102, MICR-M 310 and MICR-M 315 (lab). Concurrent: M 360. Intended for biology and chemistry majors. Introduction to microbial biochemistry and physiology; nutrition, growth, and metabolism of selected bacteria.

MICR-M 360 Microbial Physiology Laboratory (3 cr.) Concurrent: MICR-M 350. Introduction to techniques for fractionation, isolation, and purification of cellular components. Analysis of bacterial growth, enzyme purification, chromatographic analysis of proteins and other metabolites, and gel electrophoresis. (Lab fee required.)

MICR-M 420 Environmental Microbiology (3 cr.) P: L 101, L 102, and CHEM-C 341. C: BIOL-L 474. Role of microorganisms in various ecosystems. Detection and enumeration of microorganisms and their products from various environments.

MICR-M 485 Microbial Genetics Laboratory (3 cr.) P: Genetics lecture and lab or permission of instructor. The genetics of E. coli, B. subtilis, and their viruses. Techniques include transformation, mutation, bacterial recombination, transduction, transposition, molecular cloning, restriction mapping, Southern blotting, and other recombinant DNA techniques. (Lab fee required.)

Military (MIL) — Military

***Students should consult with Army ROTC Program for current course descriptions.**

MIL-G 101 Organizational Leadership

MIL-G 201 Leader and Team Development

MIL-G 301 Operations and Decision Making

MIL-G 302 U.S. Army Leadership and Tactics

MIL-G 314 Army Physical Training I

MIL-G 401 Army Training Management System

MIL-G 414 Army Physical Training III

Music (MUS) — School of Arts and Letters

Graduate-level study is available in applied music, ensemble, and some literature and theory courses with permission of the instructor. Please contact the music department office at (812) 941-2655 for further information.

Music History and Literature

MUS-M 110 History of Rock and Popular Music (3 cr.) An introduction to the history of various styles of rock and popular music and to the music of significant composers and performers in these genres. For the nonmajor.

MUS-M 174 Music for the Listener I (3 cr.) An introduction to the art of music and its materials; to symphonic music, opera, and other types of classical music; and to the works of the great composers. For the nonmajor.

MUS-M 201–M 202 Literature of Music I-II (3-3 cr.) Music history from 1600 to 1900. Designed to develop a perspective of the evolution of music in its social-cultural milieu, to familiarize students with a repertoire of representative compositions, and to develop critical and analytical listening skills. Nonmusic majors with some musical background may enroll with consent of the instructor. At least one year of music theory recommended. Required for all music majors.

MUS-M 375 Survey of Ethnic and Popular Music of the World (3 cr.) A study of music of other nations and cultures and including Native American, Asian, Middle Eastern, and African American music. For the nonmajor.

MUS-M 403 History of Music I (3 cr.) P: M 201–M 202 or equivalent. A survey and analysis of music from the beginning of Western civilization to 1600. Style analysis of representative compositions; relationship of music to social-cultural background of each epoch. Introduces students to basic research methods and techniques in music history. At least one year of music theory recommended. Required for all music majors.

MUS-M 404 History of Music II (3 cr.) P: M 201–M 202 or equivalent. A survey and analysis of music from 1900 to the present. Introduces students to basic research methods and techniques in music history. At least one year of music theory recommended. Required for all music majors.

MUS-M 540 Music for the Listener (3 cr.) For graduate students outside the department of music. A study of the place of music and the other performing arts in society; philosophy and aesthetic theory in the arts; development of critical standards; listening to music; concert and opera attendance.

MUS-M 543 Keyboard Literature I (3 cr.) A survey of literature for stringed keyboard instruments (piano and harpsichord) from the age of Bach to the twentieth century. Historical, stylistic, formal, and aesthetic features. I: From 1700 to 1830.

MUS-M 566 A Survey of Ethnic and Popular Music of the World (3 cr.) A study of the music of other nations and cultures including Native American, Asian, Middle Eastern, and African American music. For the nonmajor.

Music Theory and Musicianship

MUS-E 241 Introduction to Music Fundamentals (3 cr.) Basic music theory and beginning piano with an interdisciplinary focus. Fulfills arts requirement for special education and elementary education. Also for the nonmajor who wishes to learn the basics of music notation, scales, chords, and rhythms.

MUS-G 370 Techniques for Conducting (2 cr.) P: T 113. Principles and practice of basic conducting techniques in music of various periods and styles.

MUS-T 109 Rudiments of Music (3 cr.) A music elective that covers learning to read music notation, scales, chords, rhythms and some keyboard. For the general student and for music majors needing a preparatory course before taking music theory (T 113).

MUS-T 113–T 114 Music Theory I and II (3 cr.) P: T 109 or by passing a theory placement exam. Study of the principles of eighteenth and nineteenth century common practice music. Includes analysis and composition of melody, harmony, counterpoint, and simple forms. Required for music majors.

MUS-T 115–T 116 Ear Training I-II (1 cr.) Designed to develop basic performing and listening skills of the student. Includes drills in ear-training, dictation, and sight-singing. Required for music majors.

MUS-T 215–T 216 Ear Training III-IV (1 cr.) Designed to develop basic performing and listening skills of the student. Includes drills in ear-training, dictation, and sight-singing. Required for music majors except music business majors.

MUS-T 417 Analysis of Tonal Music (3 cr.) P: T 113–T 114. Builds on the foundation of first-year theory. Development of contrapuntal skills through appropriate exercises and analysis of polyphonic styles from selected periods. Also systematically incorporates chromatic harmony with an intensive study of music styles; integrates chordal vocabulary with larger formal processes. Required for all music majors except music business.

MUS-T 418 Music and Ideas (3 cr.) P: T 417. Study of various compositional practices of the twentieth century. Emphasis on analytical understanding of a wide variety of theoretical and aesthetic principles. Required for all music majors except music business.

Music Composition and Technology

MUS-A 101 Introduction to Audio Technology (2 cr.) Introduction to the equipment and techniques employed in audio recording and reinforcement, including basic audio theory, analog and digital recording, microphone placement, mixing, and editing.

MUS-A 301–A 302 Studio Resources I and II (2-2 cr.) P: E 241, T 109 or higher (T 113-114). An introduction to techniques and equipment used in the electronic music lab. Past musical study and experience required. A 301 required for all music majors.

MUS-K 200 Composition for Nonmajors (3 cr.) Permission of instructor required. Writing and analysis under professional guidance in private consultations and class discussions.

MUS-K 300 Composition for Majors (3 cr.) P: T 114 or permission of instructor. Writing and analysis under professional guidance in private consultations and class discussions. May be repeated for credit.

MUS-K 312 Arranging for Instrumental and Vocal Groups (2 cr.) P: T 114. Fundamental techniques of scoring music for vocal and instrumental ensembles. Required for composition concentration, for which it must be taken prior to senior year.

MUS-A 321 Sound for Picture Production (3 cr.) P: MUS-A 301. Introduction to techniques and equipment used for integrating audio and video for musical applications. REQUIRED FOR Composition-Film and the Media TRACK MAJORS.

MUS-K 403–K 404 Electronic Studio Resources I and II (2-2 cr.) P: A 301–A 302. Continued study in electronic music laboratory emphasizing the creative application of resources introduced in A 301–A 302.

MUS-K 406 Projects in Electronic Music (cr. arr.) P: A 401–A 402. Final senior project for music technology majors.

MUS-K 402 Senior Composition Recital (cr. arr.)

Music Business and Music Technology

MUS-U 411 Performing Arts Center Management (3 cr.) On national and local level. Mechanics of management, booking of concert artists and attractions, organized-audience plan, local concert series, symphony management.

MUS-U 413 Legal Aspects of the Music Industry (3 cr.) Introduction to the legal environment affecting music such as copyright, artist contracts, royalties, rights associated with intellectual property, and publishing.

MUS-U 440 Practicum (2 cr. Repeatable) Internships for music business and music technology students.

MUS-Z 340 Intro to Music Business (3 cr.) An introduction to the business aspects of the music industry. Recording companies, artists, and contracts; music production; copyright, licensing, and publishing; booking agents, promotions, and performing rights organizations.

Applied Music Instruction

Private studio instruction is offered at all levels. Levels may be repeated for credit (2 credit hours each semester). Applied music fee is required for all students. Those interested in studying instruments not listed as follows should consult the music department office. Students who complete two semesters of private study should consult with the music program coordinator for registration in a higher course level. Senior recital courses (402 numbers) should be arranged with the department before registration.

Piano

MUS-E 493 Piano Pedagogy (3 cr.) P: Permission of the instructor. Techniques and methods for teaching piano. Includes observation of private lessons.

MUS-P 100 Applied Piano for Nonmajors (2 cr.)

MUS-P 101–P 102 Beginning Class Piano I-II (2-2 cr.) Class piano instruction for beginning students.

MUS-P 200 Applied Piano for Nonmajors (2 cr.) MUS-P 260 Applied Piano for Majors (2 cr.) MUS-P 305, P 405 Applied Piano for Majors (2 cr.)

MUS-P 402 Senior Piano Recital Must be taken concurrently with applied study.

MUS-X 002 Piano Accompanying (2 cr.) P: Permission of the instructor. Techniques of vocal and instrumental accompanying. Students will be assigned to studio or choral accompanying.

MUS-X 421 Chamber Music with Piano (1 cr.) Voice

MUS-U 230 Foreign Language for Singers (3 cr.) Study of language techniques, diction, international phonetic alphabet, and pronunciation fundamentals.

MUS-V 100 Applied Voice for Nonmajors (2 cr.)

MUS-V 101 Beginning Class Voice I (2 cr.) Class voice instruction for beginning students.

MUS-V 200 Applied Voice for Nonmajors (2 cr.)

MUS-V 260 Applied Voice for Majors (2 cr.)

MUS-V 305, V 405 Applied Voice for Majors (2 cr.)

MUS-V 402 Senior Voice Recital Must be taken concurrently with applied study.

Guitar

MUS-L 100 Applied Guitar for Nonmajors (2 cr.)

MUS-L 101–L 102 Beginning Class Guitar I-II (2-2 cr.) Class guitar instruction for beginning students.

MUS-L 200 Applied Guitar for Nonmajors (2 cr.)

MUS-L 260 Applied Guitar for Majors (2 cr.)

MUS-L 300, L 400 Applied Guitar for Majors (2 cr.)

MUS-L 402 Senior Guitar Recital Must be taken concurrently with applied study.

Brass

MUS-B 110 Applied Horn for Nonmajors

MUS-B 120 Applied Trumpet for Nonmajors

MUS-B 130 Applied Trombone for Nonmajors

MUS-B 150 Applied Tuba for Nonmajors

MUS-B 260, B 310, B 415 Applied Horn

MUS-B 270, B 325, B 420 Applied Trumpet

MUS-B 280, B 330, B 430 Applied Trombone

MUS-B 290, B 350, B 450 Applied Tuba

MUS-B 402 Senior Brass Recital Must be taken concurrently with applied study.

Strings

MUS-S 110 Applied Violin for Nonmajors

MUS-S 120 Applied Viola for Nonmajors

MUS-S 130 Applied Cello for Nonmajors

MUS-S 140 Applied Bass for Nonmajors

MUS-S 260, S 315, S 415 Applied Violin

MUS-S 270, S 320, S 420 Applied Viola

MUS-S 280, S 330, S 430 Applied Cello

MUS-S 290, S 345, S 440 Applied Bass

MUS-S 402 Senior String Recital Must be taken concurrently with applied study.

Woodwinds

MUS-W 110 Applied Flute for Nonmajors

MUS-W 120 Applied Oboe for Nonmajors

MUS-W 130 Applied Clarinet for Nonmajors

MUS-W 140 Applied Bassoon for Nonmajors

MUS-W 150 Applied Saxophone for Nonmajors

MUS-W 240, W 345, W 445 Applied Bassoon

MUS-W 250, W 355, W 455 Applied Saxophone

MUS-W 260, W 315, W 410 Applied Flute

MUS-W 270, W 320, W 420 Applied Oboe

MUS-W 280, W 330, W 430 Applied Clarinet

MUS-W 402 Senior Woodwind Recital Must be taken concurrently with applied study.

Other

MUS-D 100 Applied Percussion for Nonmajors

MUS-D 260, D 305, D 405 Applied Percussion

MUS-D 402 Senior Percussion Recital Must be taken concurrently with applied study.

MUS-H 100 Applied Harp for Nonmajors

MUS-H 260, H 305, H 405 Applied Harp

MUS-H 402 Senior Harp Recital Must be taken concurrently with applied study.

MUS-Q 100 Applied Organ for Nonmajors

MUS-Q 260, Q 305, Q 400 Applied Organ

MUS-Q 402 Senior Organ Recital Must be taken concurrently with applied study.

Ensembles

Students may participate in chorus, opera workshop, orchestra, concert band, brass band, or any other performing ensemble with or without registering for university credit. All ensembles require permission of conductor or audition. Music majors or potential music majors should refer to degree requirements in music. Ensembles are also available for graduate credit. Please contact the music office for more information.

MUS-R 251 Opera Workshop (1 cr.)

MUS-X 001 Non Credit Option for all Major Ensembles (0 cr.)

MUS-X 040 IU Southeast Orchestra (1 cr.)

MUS-X 040 University Concert Band (1 cr.)

MUS-X 040 Commonwealth Brass Band (1 cr.)

MUS-X 070 Concert Choir (1 cr.) Choral ensemble dedicated to performing a variety of repertoire including great choral masterpieces of the eighteenth through twentieth centuries. Open to all students.

MUS-X 095 Performance Class (0 cr.) Attendance and participation in department master classes and attendance at concerts. Required for all music majors.

MUS-X 341 Guitar Ensemble (1 cr.)

MUS-X 350 Jazz Ensemble (1 cr.)

MUS-X 423 Chamber Music (1 cr.) Performance and analysis of selected chamber music involving piano, strings, and winds.

Nursing (NURS) School of Nursing

Bachelor of Science in Nursing Courses

NURS-B 232 Introduction to the Discipline of Nursing: Theory, Practice, Research (3 cr.) This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, wholism, caring environment, self-care, uniqueness of persons, interpersonal relationships, and decision making. This course helps the student understand nursing's unique contributions to meeting societal needs through integrating theory, research, and practice.

NURS-B 233 Health and Wellness (4 cr.) This course focuses on the use of concepts from nursing, nutrition, pharmacology, and biopsychosocial sciences to critically examine the determinates of health, wellness, and illness across the life span. Environmental, sociocultural, and economic factors that influence health care practices are emphasized. Theories of health, wellness, and illness are related to health promotion, disease prevention, illness prevention, and nursing interventions.

NURS-B 244 Comprehensive Health Assessment (2 cr.) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.) Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 248 Science and Technology of Nursing (2 cr.) This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span.

NURS-B 249 Science and Technology of Nursing: Practicum (2 cr.) Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span.

NURS-H 351 Alterations in Neuropsychological Health (3 cr.) P: All sophomore-level courses. C: H 352, H 353, and H 354. This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of the brain-body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

NURS-H 352 Alterations in Neuropsychological Health: The Practicum (2 cr.) P: All sophomore-level courses. Concurrent: H 351, H 353, and H 354. Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and small groups in supervised settings such as acute care, community-based, transitional, and/or the home.

NURS-H 353 Alterations in Health I (3 cr.) P: All sophomore-level courses. C: H 351, H 352, and H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem-solving skills to plan intervention appropriate to health care needs.

NURS-H 354 Alterations in Health I: The Practicum (2 cr.) P: All sophomore-level courses. Concurrent: H 351, H 352, and H 353. Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning, identify health care needs, and determine the effectiveness of interventions given expected outcomes.

NURS-H 361 Alterations in Health II (3 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 362, H 363, H 364, H 365. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

NURS-H 362 Alterations in Health II: The Practicum (2 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 361, H 363, H 364, and H 365. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family and Child (3 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 361, H 362, H 364, and H 365. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child rearing phases of family development. Factors dealing with preserving, promoting, and restoring healthy status of family members will be emphasized.

NURS-H 364 The Developing Family and Child: The Practicum (3 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 361, H 362, H 363, and H 365. Students will have the opportunity to work with childbearing and child-rearing families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (3 cr.) P: All sophomore-level courses; H 351, H 352, H 353, and H 354. C: H 361, H 362, H 363, and H 364. This course focuses on development of the student's skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-K 490 Life Span Practicum (1 cr.) Students will make assessments and observations of individuals in various stages of growth and development. P: PSY-P 101. C: B 310. ***Note:*** B 310 and K 490 substitute for B 230 Developmental Issues and Health, offered on other IU campuses.

NURS-K 490 Clinical Elective (1-6 cr.) P: Successful completion of junior-level courses or permission of instructor. Planned and supervised clinical experiences in the area of the student's major interest.

NURS-K 492 Nursing Elective (1-6 cr.) P: Successful completion of junior-level courses or permission of instructor. Opportunity for the nursing student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

NURS-S 470 Restorative Health Related to Multisystem Failures (3 cr.) P: All junior-level courses. C: S 471, S 472, and S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multisystem alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

NURS-S 471 Restorative Health Related to Multisystem Failures: The Practicum (2 cr.) P: All junior-level courses. C: S 470, S 472, and S 473. Students will apply the nursing process to the care of clients experiencing acute multisystem alterations in health.

NURS-S 472 A Multisystem Approach to the Health of the Community (3 cr.) P: All junior-level courses. C: S 470, S 471, and S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political/economics issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multisystem Approach to the Health of the Community: Practicum (2 cr.) P: All junior-level courses. C: S 470, S 471, and S 472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

NURS-S 481 Nursing Management (2 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 482, S 483, S 484, and S 485. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

NURS-S 482 Nursing Management: The Practicum (3 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 481, S 483, S 484, and S 485. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 481, S 482, S 484, and S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 484 Research Utilization Seminar (1 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 481, S 482, S 483, and S 485. This course focuses on students' abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices.

NURS-S 485 Professional Growth and Empowerment (3 cr.) P: All junior-level courses; S 470, S 471, S 472, and S 473. C: S 481, S 482, S 483, and S 484. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to lifelong learning.

NURS-Z 480 B.S.N. Portfolio Review for Course Substitution (0-6 cr.) Noncredit course. The portfolio review process is available to all undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired the content and skills through prior learning and/or practice experiences.

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) Opportunity for independent study of clinical experience related to nursing practice. Includes elective credit awarded to registered nurses holding valid specialty certification from a professional nursing organization in an appropriate area of nursing. A maximum of 2 credit hours may be awarded.

NURS-Z 492 Individual Study in Nursing (1-6 cr.) Opportunity for registered nurses to participate in independent study of topics related to nursing practice under the guidance of a selected faculty member.

R.N. Mobility Option Courses

NURS-B 244 Comprehensive Health Assessment (2 cr.) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.) Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 304 Professional Nursing Seminar I (3 cr.) This course focuses on core theoretical concepts of professional nursing practice, including health, wellness, illness, self-care and caring, disease prevention, and health promotion. Students will be expected to explore theoretical premises and research related to the unique

wellness perspectives and health beliefs of people across the life span in developing care outcomes consistent with maximizing individual potentials for wellness.

NURS-B 404 Professional Nursing Seminar II (3 cr.) This course focuses on the application of nursing theory and research findings in restoring and maintaining individual and family functioning for those dealing with multisystem alterations. Students will explore the ethical, legal, and moral implications of treatment options and identify tactics to maximize nursing's effectiveness in facilitating individuals and families through the health care system. Students will complete a scholarly analysis as part of their practicum experience.

NURS-H 365 Nursing Research (3 cr.) This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-S 472 A Multisystem Approach to the Health of the Community (3 cr.) This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political/economics issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multisystem Approach to the Health of the Community: Practicum (2 cr.) Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

NURS-S 481 Nursing Management (2 cr.) This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

NURS-S 482 Nursing Management: The Practicum (3 cr.) Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 484 Research Utilization Seminar (1 cr.) This course focuses on students' abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices.

NURS-S 485 Professional Growth and Empowerment (3 cr.) This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to lifelong learning.

Organizational Leadership and Supervision (OLS) — Purdue

OLS 252 Human Behavior in Organizations A survey of the concepts that provide a foundation for the understanding of individual and group behavior in organizations, with special emphasis on typical interpersonal and leadership relationships.

OLS 274 Applied Leadership Introduction to, and overview of, the fundamental concepts of leadership and supervision. Emphasis is placed on the supervisor's major functions and essential areas of knowledge, relations with others, and personal development.

OLS 284 Leadership Principles An in-depth study of a sequence of manager actions that influence employees to achieve desired performance results. How these manager actions are transformed by employers into desired performance is also covered.

OLS 325 Meeting Management Prerequisite: COM 114. Understanding the role of facilitating group discussion in business and industry conferences. Special emphasis on developing group facilitation skills.

OLS 331 Occupational Safety and Health A presentation of the aspects of occupational safety nd health that are essential to the first-line supervisor. Emphasis is placed on developing an understanding of the economic, legal, and social factors related to providing a safe and healthy work environment.

OLS 345 Critical Thinking in Organizations Prerequisite: OLS 386 & 388 This course focuses on systems thinking and the understanding of research design and measurement theory used in solving organizational and human resource development problems. The emphasis is on applied methodology rather than on statistical issues, with the intent of the student becoming an effective consumer of information. The student will learn how to report findings in a practical and influential manner. Includes the importance of knowledge management issues in organizations.

OLS 351 Innovation and Entrepreneurship An in-depth study of innovation in existing organizations as well as entrepreneurship in start-up businesses, franchises, family-owned firms, and other business formats.

OLS 362 Cooperative Education Program For organizational leadership and supervision majors only. (May be repeated for up to eight credits.) Instructor consent required. Supervised work experience directed toward professional development in supervisory or related leadership positions. Rotational work-study periods coordinated by department staff in conjunction with the student and the employer.

OLS 364 Professional Development Program Prerequisite: OLS 375 and 376. For organizational leadership and supervision majors only. Covers many professional and personal facets relative to entering the work force upon graduation. Major areas addressed include résumé preparation, interviewing techniques, development of job-search plans, social skills, and analysis of career fields and opportunities.

OLS 375 Training Methods Prerequisite: OLS 252 and 274. Principles, practices, and methods of employee training. Introduction to systematic training program design, development, and evaluation. Emphasis is on the supervisor as a trainer.

OLS 376 Human Resource Issues. Prerequisite: OLS 252 and 274. Analysis and discussion of case problems concerning typical leadership and personnel situations that impact upon the supervisor/manager. Emphasis directed toward development of attitude, philosophy, analytical ability, and problem-solving skills within the working environment.

OLS 378 Labor/Management Relations Prerequisite: OLS 386 and 388. An introduction to, and overview of, the fundamental concepts of labor relations, collective bargaining, and dispute resolution procedures. An international comparative analysis is used to assess some of the legal, economic, and political structures of labor relations.

OLS 386 Leadership for Organizational Change Prerequisite: OLS 252 and 274. A survey of the concepts that provide a foundation for the understanding of leadership and its relationship to the management of organizational change, with special emphasis on managing the human side of quality improvement.

OLS 388 Leadership through Teams Prerequisite: OLS 252 and 274. An in-depth study of self-directed work teams and team processes in the work setting with a view to understanding team functions under varying task conditions. Especially emphasized will be the leadership of teams for effective performance and maximum member satisfaction. This course deals extensively with maintenance and task behaviors of team members.

OLS 440 Leading with Integrity Prerequisite: OLS 386 and 388. An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics; obligations to employees and other stakeholders; truth in advertising; whistle-blowing and company loyalty; regulation; self and government; the logic and future of capitalism. Emphasis on business law and legal impacts on ethical decisions.

OLS 450 Project Management

OLS 454 Gender and Diversity in Management Prerequisite: OLS 386 and 388. The work force of the future will represent multiple differences, including gender, race, culture, ethnicity, physical abilities, and age. Following this broad-based perspective of diversity, this course will focus on using knowledge of diversity to develop the leadership potential of individuals in organizations.

OLS 456 Leadership in a Global Environment New Course without description as of 1/19/05

OLS 467 Supervised Practicum Prerequisite: OLS 386 and 388. For organizational leadership and supervision majors only. Instructor consent required. Credit awarded upon the completion of department-approved project. (May be repeated for up to six credits.) An instructor-directed practicum designed to combine University study with work experience directly related to the student's plan of study. Designed to be scheduled during a regular semester.

OLS 477 Conflict Management Prerequisite: OLS 386 and 388. A study of the methods for dealing with inner-personal, interpersonal, and political disputes by means generally outside the traditional court system. Students will investigate the theoretical and practical aspects of conflict assessment, negotiation, problem solving, mediation, and arbitration.

OLS 479 Staffing Organizations Prerequisite: OLS 386 and 388. An applications-oriented study of key concepts in staffing organizations, including principles and issues in conducting job analysis; preparing job descriptions/specifications; and screening/selecting employees. Special emphasis on the design, validation, and operation of high-volume staffing systems.

OLS 484 Leadership Strategies for Quality and Productivity . Prerequisite: IT 342, OLS 386 and 388. A study of how organizational leaders create an environment conducive to high levels of employee self-motivation, quality, and productivity. Actual case situations are used to illustrate the application of course content.

OLS 487 Leadership Philosophy. Prerequisite: OLS 386 and 388. A review of current managerial education and development theories and practices; discussions of fundamental social, economic, and political changes affecting business and the art of managing; implications of these changes for individual development and continued growth. Open to seniors and graduate students only.

OLS 491 Internship Program . For organizational leadership and supervision majors only. Consent of instructor required. (May be repeated for up to 6 credits.) Practicum designed to combine University study with work experience related to the student's plan of study. OLS 499 Individual Research Problems Prerequisite: instructor consent and departmental approval. (May be repeated for up to six credits.) Supervised individual research on appropriate topics.

Philosophy (PHIL) School of Arts and Letters

The following prerequisites apply to all students taking upper-level philosophy courses:

Elementary Composition (W 131) must be completed before enrolling in any upper-level philosophy courses (except P 250 Symbolic Logic).

Two other philosophy courses must be completed before taking any upper-level history of philosophy courses. One upper-level philosophy course must be completed before taking the Philosophy Seminar (P 333).

PHIL-P 100 Introduction to Philosophy (3 cr.) Perennial problems of philosophy, including problems in ethics, in epistemology and metaphysics, and in philosophy of religion. Readings in selected writings of philosophers from Plato to the present.

PHIL-P 140 Introduction to Ethics (3 cr.) The study of classical ethics texts by Aristotle, Kant, Mill, and many others. Examination of some contemporary moral issues.

PHIL-P 145 Introduction to Social and Political Philosophy (3 cr.) Fundamental problems of social and political philosophy: the nature of the state, political obligation, freedom and liberty, equality, justice, rights, social change, revolution, and community. Readings from classical and contemporary sources.

PHIL-P 150 Elementary Logic (3 cr.) Development of critical tools for the analysis and evaluation of arguments.

PHIL-P 170 Introduction to Asian Philosophy (3 cr.) Survey of select philosophical traditions of India, China, and Japan, including Vedanta, Mahayana Buddhism, Confucianism, and Taoism. Topics include the nature of reality, ethical responsibility, and the role of the "self" in creating ignorance and attaining enlightenment.

PHIL-P 200 Problems of Philosophy (3 cr.) P: 3 credit hours in philosophy or sophomore standing. Selected writings of modern philosophers concerning some important philosophical problem(s).

PHIL-P 237 Environmental Ethics (3 cr.) An introductory consideration of philosophical views regarding the extent of human responsibility for the natural environment.

PHIL-P 240 Business and Morality (3 cr.) Fundamental issues of moral philosophy in a business context. Application of moral theory to issues such as the ethics of investment, moral assessment of corporations, and duties of vocation.

PHIL-P 250 Symbolic Logic I (3 cr.) Propositional logic and first-order quantificational logic.

PHIL-P 251 Symbolic Logic II (3 cr.) P: P 250. Identity, definite descriptions, properties of formal theories, elementary set theory.

PHIL-P 302 Medieval Philosophy (3 cr.) P: 3 credit hours in philosophy. A survey including Augustine, BoethIU Southeast, Anselm, Abelard, Bonaventure, Aquinas, Duns Scotus, Ockham, and Nicholas of Cusa.

PHIL-P 304 Nineteenth-Century Philosophy (3 cr.) P: 3 credit hours in philosophy. Selected survey of post-Kantian philosophy, including Hegel, Marx, Kierkegaard, Mill.

PHIL-P 310 Topics in Metaphysics (3 cr.) P: 3 credit hours of philosophy. Topics such as existence, individuation, contingency, universals and particulars, causality, determinism, space, time, events and change, relation of mental and physical.

PHIL-P 313 Theories of Knowledge (3 cr.) P: 3 credit hours in philosophy. Topics such as the nature of knowledge; the relation of knowledge and belief, of knowledge and evidence, of knowledge and certainty; and the problem of skepticism.

PHIL-P 314 Modern Philosophy (3 cr.) P: 6 credit hours in philosophy. A study of Western philosophy in the seventeenth and eighteenth centuries, dealing with such philosophers as Bacon, Descartes, Berkeley, Hume, Leibniz, and Kant.

PHIL-P 316 Twentieth Century Philosophy (3 cr.) P: 3 credit hours in philosophy. Study of select problems in twentieth century philosophy.

PHIL-P 320 Philosophy and Language (3 cr.) P: 3 credit hours in philosophy. A study of selected philosophical problems concerning language and their bearing on traditional problems in philosophy.

PHIL-P 330 Marxist Philosophy (3 cr.) P: 3 credit hours in philosophy. An examination of major philosophical issues in Marxist theory. Historical materialism and the critique of idealism in metaphysics, the theory of knowledge, ethics, and social science. Discussion of both classical and contemporary sources.

PHIL-P 333 Philosophy Seminar (3 cr.) P: 3 credit hours in philosophy. Careful collaborative study of selected texts from the history of philosophy in a seminar format. Course may be repeated for credit.

PHIL-P 334 Buddhist Philosophy (3 cr.) An examination of the basic philosophical concepts of early Buddhism and their subsequent development in India, Japan, and Tibet. Implications of the Buddhist view of reality for knowledge, the self, and ethical responsibility will be explored.

PHIL-P 335 Phenomenology and Existentialism (3 cr.) P: 3 credit hours in philosophy. Selected readings from Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Sartre.

PHIL-P 336 Analytic Philosophy (3 cr.) P: 3 credit hours in philosophy. Selected readings from Russell, Moore, Wittgenstein, Carnap, Ryle, and others. Topics include realism, logical atomism, logical positivism, and ordinary language philosophy.

PHIL-P 338 Philosophy, Technology, and Human Values (3 cr.) A philosophical study of the role of technology in modern society, including consideration of the relationships between technology and human values.

PHIL-P 340 Classics in Ethics (3 cr.) Readings from Plato and Aristotle to Kant, Mill, and Nietzsche. Topics include virtue and human nature, pleasure and the good, the role of reason in ethics, the objectivity of moral principles, and the relation of religion to ethics.

PHIL-P 342 Problems of Ethics (3 cr.) Concentration on a single problem or on several problems. Examples are bioethics, reason in ethics, and objectivity in ethics.

PHIL-P 343 Classics in Social and Political Philosophy (3 cr.) P: 3 credit hours in philosophy. Readings from Plato and Aristotle to Hobbes, Locke, Hegel, and Marx. Topics include the ideal state, the nature and proper ends of the state, natural law and natural right, social contract theory, and the notion of community.

PHIL-P 345 Problems in Social and Political Philosophy (3 cr.) P: 3 credit hours in philosophy. Intensive study of one or more problems such as civil disobedience, participatory democracy, conscience and authority, law and morality.

PHIL-P 346 Philosophy of Art (3 cr.) P: 3 credit hours in philosophy. Classical and contemporary theories of art: investigation and analysis of art works, of the creative activities by which they are produced, and of what is involved in appreciating them.

PHIL-P 371 Philosophy of Religion (3 cr.) Topics such as the nature of religion, religious experience, the status of claims of religious knowledge, the nature and existence of God.

PHIL-P 374 Early Chinese Philosophy (3 cr.) Origins of Chinese philosophical traditions in the classical schools of Confucianism, Taoism, Mohism, and Legalism. Explores contrasting agendas of early Chinese and Western traditions.

PHIL-P 401 History of Philosophy: Special Topics (3 cr.) P: 6 credit hours in philosophy or consent of instructor. Special topics, such as developing views on one or more of the following subjects: substance, nature, essence, dialectics. May be repeated once with different topic.

PHIL-P 410 Ancient Greek Philosophy (3 cr.) P: 6 credit hours in philosophy. A study of the earliest period of Western philosophy, dealing with such figures as the pre-Socratics, Plato, and Aristotle.

PHIL-P 435 Contemporary Continental Philosophy (3 cr.) Study of the work of philosophers in contemporary continental philosophy, including figures such as Foucault, Derrida, Eco, and Habermas.

PHIL-P 490 Readings in Philosophy (1-3 cr.) P: Consent of instructor. R: 9 credit hours in philosophy. Intensive study of selected authors, topics, and problems.

PHIL-P 495 Senior Proseminar in Philosophy (1-4 cr.) P: Consent of instructor. R: 9 credit hours in philosophy. For philosophy majors in their senior year of study. The proseminar will concentrate of issue(s) and figure(s) selected by the student and faculty involved. The emphasis will be on the preparation, formal presentation and discussion of papers.

PHIL-X 303 Introduction to Philosophy of Science (3 cr.) P: Course in physical or social science, junior standing. Scientific explanation, discovery, and theory testing. Do logic and mathematics have empirical content? Philosophical issues in the sciences: causality, space-time, free will, and science of human behavior.

Physiology (PHSL) — School of Natural Sciences

PHSL-N 213 Human Biology Laboratory (1 cr.) C: P 130. Laboratory with emphasis on human anatomy and physiology. (Lab fee required.)

PHSL-P 130 Human Biology (3 cr.) Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology, and behavioral biology, with emphasis on socially related problems.

PHSL-P 215 Basic Mammalian Physiology (5 cr.) P: ANAT A 115, CHEM C 101-C 102, or permission of instructor. Functional aspects of cells, tissues, organs, and systems in the mammalian organism. Designed for preprofessional students in allied health, nursing, speech and hearing, and HPER. (Lab fee required.)

Physics (PHYS) — School of Natural Sciences

PHYS-P 100 Physics in the Modern World (5 cr.) Ideas, language methods, impact, and cultural aspects of physics today. Four lectures and one two-hour laboratory period each week. Includes classical physics up to physical bases of radar, atomic-energy applications, etc. Beginning high school algebra used. Cannot be substituted for physics courses explicitly designated in specified curricula. Credit is not given in P 100 to students who have passed P 201 or P 221. (Lab fee required.) Spring sem., summer.

PHYS-P 105 Basic Physics of Sound (3 cr.) The physical principles involved in the description, generation, and reproduction of sound. Topics discussed include physics of vibrations and waves, Fourier decomposition of complex wave forms, harmonic spectra, propagation of sound waves in air, standing waves and resonance, sound loudness and decibels, room acoustics, and sound recording and reproduction, including digital sound. Intended for students majoring in the humanities, social sciences, business, music, and education. Little or no background in science is assumed. Mathematics at the level of one year of high school algebra is used. Spring sem.

PHYS-P 120 Energy and Technology (3 cr.) Provides the physical basis for understanding interaction of technology and society, and for the solution of problems, such as energy use and the direction of technological change. Intended for students majoring in the humanities, social sciences, business, music and education. Little or no background in science is assumed. Mathematics at the level of one year of high school algebra is used. Normally taught as a First Year Experience course (open only to students in their first year at IU Southeast). Fall.

PHYS-P 201 General Physics: Mechanics, Heat, and Sound (5 cr.) P: MATH-M 125 and M 126 or high school equivalent. Noncalculus presentation of Newtonian mechanics, wave motion, heat, thermodynamics, and properties of matter. Application of physical principles to related scientific disciplines, including engineering and life sciences. Four hours of lecture and two hours of laboratory work per week. (Lab fee required.) Fall sem. Credit may be obtained only for either P 201 or P 221 and for P 202 or P 222.

PHYS-P 202 General Physics: Electricity, Magnetism, Light, and Nuclear Physics (5 cr.) P: MATH-M 125 and M 126 or high school equivalent. R: P 201. Noncalculus presentation of electricity and magnetism; geometrical and physical optics; introduction to concepts of quantum theory, atomic, and nuclear physics, including applications to related scientific disciplines. Four hours of lecture and two hours of laboratory per week. (Lab fee required.) Spring sem. Credit may be obtained only for either P 201 or P 221 and for P 202 or P 222.

PHYS-P 221 Physics I (5 cr.) P: M 215 or concurrent registration in M 215. Newtonian mechanics, oscillations and waves, heat and thermodynamics, and introduction to concepts of relativity. For physical science and engineering students. Four hours of lecture and two and one-half hours of laboratory per week. (Lab fee required.) Fall sem. Credit may be obtained only for either P 201 or P 221 and for P 202 or P 222.

PHYS-P 222 Physics II (5 cr.) P: P 221. Continuation of P 221. Electricity and magnetism; geometrical and physical optics; and brief introduction to concepts of quantum, atomic, and nuclear physics. Four hours of lecture and two and one-half hours of laboratory per week. (Lab fee required.) Spring sem. Credit may be obtained only for either P 201 or P 221 and for P 202 or P 222.

PHYS-P 301 Physics III (3 cr.) P: P 202 or P 222; MATH-M 215 (or concurrent with consent of instructor). Introduction to modern physics for physics majors and students in other departments. Atomic and nuclear physics, kinetic theory, relativity, and elementary particles. Laboratory experiments in modern physics.

PHYS-P 309 Intermediate Physics Laboratory (2 cr.) P: P 202 or P 222, MATH-M 216 or equivalent. Fundamental experiments in mechanics, electricity and magnetism, thermodynamics, optics, and modern physics. Emphasis is placed upon developing basic laboratory skills and data analysis techniques, including computer reduction and analysis of the data. (Lab fee required.)

PHYS-P 310 Environmental Physics (3 cr.) P: P 202 or P 222, MATH-M 215, or consent of instructor. Relationships of physics to current environmental problems. Energy production, comparison of sources and byproducts; energy use, alternative sources, conservation methods; global warming, environmental effects.

PHYS-P 331 Theory of Electricity and Magnetism I (3 cr.) P: P 202 and P 222. Electrostatic fields and differential operators, Laplace and Poisson equations, dielectric materials, steady currents, power and energy, induction, magnetic fields, scalar and vector potentials, Maxwell's equations.

PHYS-P 340 Thermodynamics and Statistical Mechanics (3 cr.) P: P 202 or P 222. C: MATH-M 313. Intermediate course, covering three laws of thermodynamics, classical and quantum statistical mechanics, and some applications.

PHYS-P 441 Analytical Mechanics (3 cr.) P: P 301 and MATH-M 313. Elementary mechanics of particles and rigid bodies, treated by methods of calculus and differential equations.

PHYS-P 453 Introduction to Quantum Mechanics (3 cr.) P: P 301 and P 331. The Schroedinger equation with the applications to problems such as barrier transmission, harmonic oscillation, and the hydrogen atom. Discussion of orbital and spin angular momentum and identical particles. Introduction to perturbation theory.

PHYS-S 405 Readings in Physics (1-6 cr.) P or C: P 453 or consent of instructor. Independent reading under the supervision of a faculty member. Study in depth of a topic of interest to the student, culminating in a research paper.

PHYS-S 406 Research (1-6 cr.) P or C: P 453 for a theoretical project or consent of instructor. P or C: P 431 for an experimental project or consent of instructor. Research participation under faculty supervision in project of current interest.

Professional Practices in Sciences — School of Natural Sciences

P 393 Professional Practices: Biological and Physical Sciences (3-6 cr.) P: Junior or senior standing. (See "Career Services and Placement.")

Plant Science (PLSC) — School of Natural Sciences

PLSC-B 101 Plant Biology (5 cr.) Fundamental principles of biology as illustrated by plants: characteristics of living matter, nutrition, growth, responses to environment, reproduction, basic principles of heredity. This course will not count toward a biology major. (Lab fee required.)

PLSC-B 364 Summer Flowering Plants (5 cr.) For those desiring a broad, practical knowledge of common wild and cultivated plants. (Lab fee required.) Summer.

PLSC-B 368 Ethnobotany (Plants and Civilization) (3 cr.) Plants in relation to man, with primary emphasis on food plants.

PLSC-B 370 Plant Physiology (5 cr.) P: L 101, L 102, genetics. The physiological process of plants. (Lab fee required.)

PLSC-B 373 Plant Growth and Development (5 cr.) P: L 101, L 102, genetics. Examination of growth and development of seed plants from embryo to ovule, with emphasis on experimental studies of abnormal growth. (Lab fee required.)

PLSC-B 375 Horticultural Plants: Biotechnology, Physiology, and Development (5 cr.) This course acquaints students with horticultural plants from developmental, physiological, and biotechnological perspectives, along with concrete practice in various skills used in modern horticulture, such as tissue culture, grafting, electrophoresis, and landscape design. Horticulture is the applied biological science involving the use of ornamental and/or fruiting plants in the landscape and garden.

Political Science (POLS) — School of Social Sciences

Introductory Courses

POLS-Y 103 Introduction to American Politics (3 cr.) Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system, its political party base, public policy, and law. Required for majors. Fall sem., spring sem., summer.

POLS-Y 105 Introduction to Political Theory (3 cr.) Perennial problems of political philosophy, including relationships between rulers and ruled, nature of authority, social conflict, law and morality, economic issues, and democracy.

POLS-Y 107 Introduction to Comparative Politics (3 cr.) Explores similarities and differences between political institutions and processes in political systems around the world. Usually covers Britain, Germany, Russia, China, Mexico, Nigeria, and Egypt. Usually offered fall sem.

POLS-Y 109 Introduction to International Politics (3 cr.) Causes of war, nature and attributes of the state, imperialism, international law, national sovereignty, arbitration, adjudication, international organizations, major international issues. Usually offered spring sem.

Advanced Courses

POLS-Y 200 Contemporary Political Problems (3 cr.) Extensive analysis of selected contemporary political problems. Topics vary from semester to semester and are listed in the Schedule of Classes. May be repeated once for credit. Offered as needed.

POLS-Y 205 Elements of Political Analysis (3 cr.) An analysis of the major approaches to and techniques of the systematic study of political science. Professionally oriented. Required for majors. This is the designated course for political science majors to meet the research writing requirement. Usually offered spring semester.

POLS-Y 301 Political Parties and Interest Groups (3 cr.) R: Y 103. Examination and evaluation of the behavior of political parties, voters, and interest groups and of other institutions and procedures by which Americans try to control their government.

POLS-Y 302 Public Bureaucracy in Modern Society (3 cr.) Examines public bureaucracy as a political phenomenon engaging in policy making and in defining the terms of policy issues; places special emphasis on the

United States. Considers the role of bureaucratic instruments in promoting social change, and in responding to it. Usually offered spring sem.

POLS-Y 303 Formation of Public Policy in the United States (3 cr.) R: Y 103. Processes and institutions involved in formation of public policy in a democratic society, with emphasis on American experience.

POLS-Y 304 Constitutional Law (3 cr.) R: Y 103. Nature and function of law and the American court system; selected Supreme Court decisions interpreting American constitutional system.

POLS-Y 305 Constitutional Rights and Liberties (3 cr.) R: Y 103. Nature and function of law and the American court system; selected Supreme Court decisions interpreting the American constitutional system.

POLS-Y 306 State Politics in the United States (3 cr.) R: Y 103. Comparative study of politics in the American states. Special emphasis on the impact of political culture, party systems, legislatures, and bureaucracies on public policies.

POLS-Y 308 Urban Politics (3 cr.) Political behavior in modern American communities; emphasizing the impact of municipal organizations, city officials and bureaucracies, social and economic notables, political parties, interest groups, the general public, and protest organizations on urban policy outcomes.

POLS-Y 316 Public Opinion and Political Participation (3 cr.) The nature of public opinion on major domestic and foreign policy issues; mass political ideology; voting behavior and other forms of political participation; political culture; the impact of public opinion on political systems. (Credit not given for this and SOC-S 436 or JOUR-J 423.)

POLS-Y 319 The United States Congress (3 cr.) Evaluation and development of the contemporary Congress. Examines such topics as electoral process, organizational structures and procedures of the Senate and House of Representatives, involvement of Congress with other policy-making centers, law-making and oversight activities of the national legislature.

POLS-Y 322 The American Presidency (3 cr.) Examination of the office of the chief executive, including recruitment powers, cabinet relations, and congressional relations. Usually offered summer, odd years.

POLS-Y 324 Women and Politics (3 cr.) Analysis of women in contemporary political systems, domestic or foreign, with emphasis on political roles, participation, and public policy. Normative and/or empirical examination of how political systems affect women and the impact women have on the system(s).

POLS-Y 331 British Politics (3 cr.) Governmental structure and political behavior of contemporary Britain, with emphasis on process and policies.

POLS-Y 334 Japanese Politics (3 cr.) Political development of Japan, with emphasis on changing attitudes toward modernization; cultural and sociological factors affecting the functioning of contemporary political institutions; and the implication of Japanese experience in modernization of other developing societies.

POLS-Y 335 West European Politics (3 cr.) R: Y 107. Examines different political systems in Europe. Highlights democratic alternatives in institutions and processes of liberal democracies. Usually offered fall sem., even years.

POLS-Y 337 Latin American Politics (3 cr.) R: Y 107 and Y 109. Analysis of political change in major Latin American countries, emphasizing alternative explanations of national development; brief historical overview with examination of the impact of political culture, the military, labor, political parties, peasant movements, the Catholic Church, multinational corporations, and the United States on politics and the study of public policy processes in democratic and authoritarian regimes.

POLS-Y 343 Developmental Problems in the Third World (3 cr.) R: Y 107 and Y 109. Study of economic, political, and social change in the developing countries. Emphasis placed on the relationship between economic growth/development and political development, the causes of political instability, and the problems of democracy in the developing countries.

POLS-Y 349 Comparative Public Policy (3 cr.) R: Y 107. Investigates public policies and policy making among advanced industrial democracies from a comparative perspective. Usually covers policy areas such as immigration, health care, education, and taxation. Usually offered spring sem., even years.

POLS-Y 350 Politics of the European Union (3 cr.) R: Y 107. Explores the politics, policies, and processes of European integration; the forces that are creating the "New Europe" of the European Union.

POLS-Y 351 Political Simulations (1 cr.) A course tied to simulations of international organizations such as the United Nations, the League of Arab States, or the European Union. May be taken alone or in conjunction with related political science courses. May be repeated for credit, for a maximum of 3 credit hours. May be taken only with permission of instructor.

POLS-Y 354 Ethnicity and Nationalism in Contemporary Europe (3 cr.) R: Y 107 and/or Y 109. Examines the politics surrounding ethnicity, ethnic minorities, and nationalism in Europe. Covers both indigenous and immigrant groups. Usually offered fall sem., odd years.

POLS-Y 360 United States Foreign Policy (3 cr.) R: Y 103 and Y 109. Study of the foreign policy decision making process in the United States Focus on the application of decision making models to foreign policy making, international economic policy of the United States; and the role of ethics and morals in foreign policy.

POLS-Y 366 Current Foreign Policy Problems (3 cr.) R: Y 103 and Y 109. Study of current problems or topics in United States foreign policy. Possible topics include U.S.-Latin American relations, U.S.-Russian relations, and international terrorism. See instructor for topic.

POLS-Y 369 Introduction to Asian Politics (3 cr.) R: Y 107. This course examines the political diversity in Asia, a region of growing global importance, by exploring governing structures and processes, political culture and ideologies, and the forces shaping them. Case studies may include China, Japan, Korea, Vietnam, and India.

POLS-Y 374 International Organization (3 cr.) R: Y 109. Study of the historical roots of international organizations. Major topics include the League of Nations, the United Nations, and the European Union.

POLS-Y 376 International Political Economy (3 cr.) R: Y 109, ECON-E 100 and E 200. Study of how the international political system determines the nature of international economic relations. Focus is on the following: (1) trade and monetary regimes, (2) the role of multinational corporations; (3) global action, (4) relations between wealthy countries, and (5) relations between wealthy and poor countries.

POLS-Y 379 Ethics and Public Policy (3 cr.) This course examines the ethical responsibilities of public officials in democratic societies. It explores such topics as the meaning of moral leadership, the appeal to personal conscience in public decision making, the management of conflicts of values, and the ethics of loyalty and dissent in administrative agencies. A special concern is the way institutional arrangements promote or inhibit moral choices. Usually offered summer, even years.

POLS Y 384 American Political Ideas (3 cr.) R: Y 105. Study of the development of American political thought from colonial times to the contemporary period. This course will explore such topics as the nature and evolution of American liberalism, capitalism, and egalitarianism.

POLS-Y 392 Problems of Contemporary Political Philosophy (3 cr.) R: Y 105. An extensive study of one or more great philosophical thinkers, movements, or problems. Subject will vary with instructor and year. Current information may be obtained from the Department of Political Science.

POLS-Y 401 Studies in Political Science (3 cr.) Topic varies with the instructor and year. Consult the Schedule of Classes for current information. May be repeated once for credit.

POLS-Y 402 Politics of the Budgetary Process (3 cr.) R: Y 302. Examines the interactions among the legislative, executive, and administrative aspects of the budgetary process in national, state, and local governments. Emphasis placed on the politics of the budgetary process. Cross-listed with SPEA-V 372. Usually offered spring sem., odd years.

POLS-Y 403 Legal Issues in Public Bureaucracy (3 cr.) R: Y 302. Examines the legal framework of public bureaucracies, their powers, functions and roles. Analysis of relevant cases in which basic principles are identified and synthesized along with other elements of public law. Usually offered fall sem., even years. Cross-listed with SPEA-V 376.

POLS-Y 404 Political Issues in Public Personnel Administration (3 cr.) R: Y 302. Examines the political framework in which public agencies hire, train, motivate, promote, and discipline their employees. Also examines the historical legal development of public personnel management. Usually offered spring sem., even years. Cross-listed with SPEA-V 373.

POLS-Y 471 Terrorism (3 cr.) This course will focus on the problems in defining terrorism; the causes of terrorism; the nature of terrorist organizations (resources, structure, methods, goals); the media and terrorism; and policies

and policy responses to terrorism. The course will focus on both domestic (within the United States) and international case studies of terrorism.

POLS-Y 480 Undergraduate Readings in Political Science (6 cr. max.) Individual readings and research. May be taken only with written consent of instructor.

POLS-Y 481 Field Experience in Political Science (1-6 cr.) P: Junior or senior standing, 15 credit hours of political science, and project approved by instructor. Faculty-directed study of aspects of the political process based on field experience. Directed readings, field research, and research papers. Certain internship experiences may require research skills. May be repeated for a maximum of 6 credit hours.

POLS-Y 490 Senior Seminar in Political Science (3 cr.) P: Senior standing, Y 103, and Y 205. Readings and discussion of selected problems; research paper usually required. Seminar divided into sections to allow students to select an area of study. May be repeated once for credit. Required for majors. Offered fall and spring semesters.

POLS-Y 498 Honors Readings in Political Science (1-6 cr.) To be taken in conjunction with advanced political science courses to meet the requirement of Political Science Honors Program. Authorization required.

POLS-Y 499 Reading for Honors (12 cr. max.) P: Approval of instructor.

COAS-S 399 Internship in Political Science (1-6 cr.) P: Junior or senior standing, approval of the dean and the Office of Professional Practice Programs. Designed to provide opportunities for student to receive credit for selected career-related work.

Psychology (PSY) School of Social Sciences

Introductory Courses

PSY-P 101 Introduction to Psychology 1 (3 cr.) Introduction to research methods, data, and theoretical interpretation of psychology in the areas of learning, sensation and perception, and behavioral neuroscience.

PSY-P 102 Introduction to Psychology 2 (3 cr.) Introduction to individual differences; personality; and developmental, abnormal, and social psychology.

Advanced Courses

PSY-B 310 Life-Span Development (3 cr.) P: 3 credit hours in psychology. This course emphasizes a life-span perspective of physical, motor, intellectual, cognitive, language, social, and personality development. Commonalities across the life span as well as differences among various segments of the life span are examined. Theory and research are equally stressed.

PSY-B 354 Adult Development and Aging (3 cr.) P: B 310 or consent of instructor. The course content examines changes that occur with age in the following areas: intelligence, memory, personality, sexuality, health, living environments, economics, developmental disorders, and treatment for developmental disorders.

PSY-B 366 Concepts and Applications of Organizational Psychology (3 cr.) P: 3 credit hours in psychology or consent of instructor. The study and application of psychological principles to understand human behavior in the work setting. Emphasis on the role of psychological theory and research methodology in solving human behavior problems in the workplace. Specific areas of coverage include work motivation, job satisfaction, employee involvement, communication, leadership, team effectiveness, work and well-being, organizational structure and culture.

PSY-B 378 Introduction to Industrial Psychology (3 cr.) P: 3 credit hours in psychology or consent of instructor. The design and application of psychological analysis and research methods to address personnel issues including recruitment, selection, placement, training and development, compensation, evaluation, and safety. Emphasis on interviewing skills, research methods, performance analysis and improvement, ergonomic solutions, and legal issues.

PSY-B 386 Introduction to Counseling (3 cr.) P: P 324. The course is a general overview of the challenges therapists experience in the psychotherapeutic process from first session to termination. Students should gain an understanding of the therapeutic skills clinicians need, understand potential issues and pitfalls, and develop a cohesive understanding of the content of therapy.

PSY-B 388 Human Sexuality (3 cr.) P: P 101 and P 102. This course presents a biopsychosocial model of sexual function and dysfunction. Factors influencing sexual functioning such as chronic illness, substance abuse, and fear of AIDS are explored. Sexual paraphilias will also be discussed.

PSY-B 452 Senior Seminar in Psychology (3 cr.) P: Senior status, completion of P 250/P 251, and consent of instructor. A capstone course requiring readings, discussion, and typically, a research project. May be repeated provided different topics are studied. Usually offered fall and spring semesters.

PSY-P 220 Introduction to Drugs and Behavior (3 cr.) Introductory discussion of basic human neuroanatomy and the influence of drugs on the brain and behavior. The study of social and clinical aspects of drug use is covered.

PSY-P 234 Principles of Mental Health (3 cr.) P: 3 credit hours of psychology. Development and maintenance of mental health by application of psychological and psychiatric principles of normal human behavior.

PSY-P 250 Research and Quantitative Methods in Psychology 1 (3 cr.) P: P 101, and M 118 or A 118. Course is designed to enable students to become both a user and an informed consumer of basic statistical techniques used in psychological research. Students will also learn to design and critique the methodology of psychological research. Preparation of research proposals/reports using statistical analysis and knowledge of research methods is required. This course is the first semester of a two-semester course and must be taken the semester before taking P 251. Should be taken prior to enrolling in 300- and 400-level psychology courses.

PSY-P 251 Research and Quantitative Methods in Psychology II (3 cr.) P: P 101, P 250. Course is a continuation of P 250 that includes statistical analysis, research methods, and proposal/report writing used in psychological research. Course fulfills research writing requirement for psychology majors. This course is the second half of a two-semester course and must be taken the semester after P 250. Should be taken before enrolling in 300- and 400-level psychology courses.

PSY-P 301 Psychology and Human Problems (3 cr.) P: Junior standing. Contemporary human problems considered from a psychological perspective. Representative topics include stress, creativity, environmental impact, behavior control, volunteerism, and drug usage.

PSY-P 303 Health Psychology (3 cr.) P: 6 credit hours in psychology. Introductory course outlining contributions of psychology to the promotion and maintenance of health and prevention and treatment of illness. Special emphasis on clinical techniques used by psychologists to confront heart disease, cancer, and AIDS.

PSY-P 316 Psychology of Childhood and Adolescence (3 cr.) P: B 310 or consent of instructor. Development of behavior in infancy, childhood, and youth; factors that influence behavior.

PSY-P 319 Psychology of Personality (3 cr.) P: 6 credit hours in psychology. R: P 102. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurement; developmental influences; problems of integration.

PSY-P 320 Social Psychology (3 cr.) P: P 101, P 102. Principles of scientific psychology applied to the individual in a social situation.

PSY-P 321 Group Dynamics (3 cr.) P: 6 credit hours in psychology. Exposes the student to interpersonal processes inherent in group settings. Topics may include group psychotherapy, social factors in groups, group decision making or group violence. Particular focus of course may vary with instructor.

PSY-P 322 Psychology in the Courtroom (3 cr.) P: P 101, P 102 or consent of instructor. This course considers the psychological aspects of roles and interactions in the courtroom. Topics include definitions of "sanity" and "competency," eyewitness testimony, jury selection, psychological autopsies, and the psychologist as "expert witness."

PSY-P 324 Abnormal Psychology (3 cr.) P: 6 credit hours in psychology. R: P 102. A first course in adult abnormal psychology; including forms of abnormal behavior, etiology, development, interpretations, and final manifestations.

PSY-P 325 Psychology of Learning (3 cr.) P: 6 credit hours in psychology. Facts and principles of human and animal learning, especially as treated in theories that provide a general framework for understanding what learning is and how it takes place.

PSY-P 326 Behavioral Neuroscience (3 cr.) P: P 101. R: BIOL-L 100 or L 105. An examination of the cellular bases of behavior, emphasizing contemporary views and approaches to the study of the nervous system. Neural structure, function, and organization are considered in relation to sensory and motor function, motivation, learning, and other basic behaviors.

PSY-P 327 Psychology of Motivation (3 cr.) P: 6 credit hours in psychology. How needs, desires, and incentives influence behavior; research on motivational processes in human and animal behavior, including ways in which motives change and develop.

PSY-P 329 Sensation and Perception (3 cr.) P: 6 credit hours in psychology. This course focuses on the study of vision, hearing, smell, taste, touch, temperature, and pain; as well as topics fundamental to an understanding of sensory and perceptual processes.

PSY-P 335 Cognitive Psychology (3 cr.) P: 6 credit hours in psychology. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

PSY-P 336 Psychological Tests and Individual Differences (3 cr.) P: MATH-K 300, or PSY-P 250/P 251. Principles of psychological testing. Representative tests and their uses for evaluation and prediction. Emphasis on concepts of reliability, validity, standardization, norms, and item analysis.

PSY-P 354 Statistical Analysis in Psychology (3 cr.) P: P 101, P 102, and either MATH-K 300 or PSY-P 250/P 251. Use of statistics in psychological work, including multivariate statistical methods. Understanding of statistics as they are presented in the psychological literature. Use of computer statistical software package to analyze psychological data.

PSY-P 380 Ethical Issues in Psychology (3 cr.) P: 6 credit hours in psychology. This course introduces students to methods of ethical reasoning, as well as ethical principles and laws that arise in the practice of psychology in academic, research, and clinical settings.

PSY-P 407 Drugs and the Nervous System (3 cr.) P: 6 credit hours in psychology. Introduction to the major psychoactive drugs and how they act upon the brain to influence behavior. Discussion of the role of drugs as therapeutic agents for various clinical disorders and as probes to provide insight into brain function.

PSY-P 408 Brain and Cognition (3 cr.) P: P 326. Discussion of the brain systems involved in cognition and perception. Emphasis upon understanding the anatomy and function of cerebral cortex. Consideration of neural models of brain function.

PSY-P 411 Neural Bases of Learning and Memory (3 cr.) This course will survey the major work in the field of the neurobiology of memory, approaching the subject from anatomical, physiological, and neurochemical perspectives. Topics covered will include animal models of memory that have proven useful in this research, as well as what has been learned from humans with brain damage and from brain-imaging studies. The facts and fiction of memory-enhancing drugs will also be discussed.

PSY-P 417 Animal Behavior (3 cr.) P: P 102. Methods, findings, and interpretations of recent investigations of animal behavior, including ethological studies.

PSY-P 418 Behavior Genetics (3 cr.) P: P 101 and P 102, or consent of the instructor. Broad overview of the application of genetic methods to the study of human behavior. Emphasis is placed upon the use of family, twin, and adoption studies to address psychologically relevant questions concerning the nature and etiology of individual differences in behavior. No prior knowledge of genetics is assumed.

PSY-P 425 Behavioral Disorders of Childhood and Adolescence (3 cr.) P: P 324. A survey of major behavior disorders, with emphasis on empirical research and clinical description relative to etiology, assessment, prognosis, and treatment.

PSY-P 430 Behavior Modification (3 cr.) P: Junior standing and 9 credit hours in psychology. Principles, techniques, and applications of behavior modification, including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognitions.

PSY-P 438 Language and Cognition (3 cr.) P: P 335. This course surveys the major themes that characterize psycholinguistics. Emphasizes the mental processes that underlie ordinary language use, the tacit knowledge that native English speakers have of their language, and the processes by which children acquire language.

PSY-P 440 Topics in Cognitive Psychology (3 cr.) P: P 335. Seminar courses in current areas of research in cognitive psychology. Specific topic determined by instructor offering the course.

PSY-P 442 Infant Development (3 cr.) P: B 310 or consent of instructor. Surveys cognitive, socioemotional, and perceptual-motor development during the first two years of life. Emphasis is on theory and research addressing fundamental questions about the developmental process, especially the biological bases for developmental change.

PSY-P 457 Topics in Psychology (1-3 cr.) P: Junior or senior standing or consent of instructor. Studies in special topics not usually covered in other department courses. Topics vary with instructor and semester. May be repeated for credit if topic differs.

PSY-P 459 History and Systems of Psychology (3 cr.) P: P 101 and P 102,6 additional credit hours in psychology. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system making. Emphasizes integration of recent trends.

PSY-P 460 Women: A Psychological Perspective (3 cr.) P: 9 credit hours in psychology. Basic data and theories about the development and maintenance of sex differences in behavior and personality.

PSY-P 493 Supervised Research (2-3 cr.) P: P 101 and P 102, P 250 and P 251. Active participation in research. An independent experiment of modest magnitude, or participation in ongoing research in a single laboratory. May be repeated once.

PSY-P 494 Supervised Research II (2-3 cr.) P: P 493. A continuation of P 493. Course will include a journal report of the two semesters of work. May be repeated once.

PSY-P 495 Readings and Research in Psychology (S/F grading) (1-3 cr.) P: Written consent of instructor, junior or senior standing. May be repeated twice.

COAS-S 399 Internship in Psychology (1-6 cr.) P: Junior standing and consent of instructor. This course is designed to allow students to complete an internship under the supervision of a psychology faculty member. May be repeated for credit if internship site changes.

Religious Studies (REL) — School of Arts and Letters

REL-R 152 Religion of the West (3 cr.) Patterns of religious life and thought in the West; continuities, changes, and contemporary issues. Fall sem.

REL-R 153 Religions of the East (3 cr.) Modes of thinking; views of the world and the sacred; the human predicament and paths to freedom; human ideals and value systems in the religions of India, China, and Japan. Spring sem.

REL-R 160 Introduction to Religion in Culture (3 cr.) Traditional patterns of encounter with the sacred. Secularization of Western culture. Religious elements in contemporary American culture.

REL-R 170 Religion, Ethics, and Public Life (3 cr.) Western religious convictions and their consequences for judgments about personal and social morality, including such issues as sexual morality, medical ethics, questions of socioeconomic organization, and moral judgments about warfare.

REL-R 180 Introduction to Christianity (3 cr.) Survey of beliefs, rituals, and practices of the Christian community with a focus on the varieties of scriptural interpretation, historical experience, doctrine, and behavior.

REL-R 200 Studies in Religion (3 cr.) Select intermediate studies in religion. Interdisciplinary studies emphasized. May be taken for up to 9 credit hours under different titles.

REL-R 210 Religion of Ancient Israel (3 cr.) Development of its beliefs, practices, and institutions from the Patriarchs to the Maccabean period. Introduction to the Biblical literature and other ancient Near East documents. Fall sem.

REL-R 220 The Christian Church in New Testament Times (3 cr.) Origins of the Christian movement and development of its beliefs, practices, and institutions in the first century. Primary source is the New Testament, with due attention to non-Christian sources from the same environment. Spring sem.

REL-R 245 Introduction to Judaism (3 cr.) The development of post-Biblical Judaism: major themes, movements, practices, and values.

REL-R 257 Introduction to Islam (3 cr.) Introduction to the "religious world" of Islam: the Arabian milieu before Muhammad's prophetic call, the career of the Prophet. Qur'an and hadith, ritual and the "pillars" of Muslim praxis, legal and theological traditions, mysticism and devotional piety, reform and revivalist movements.

REL-R 280 Speaking of God (3 cr.) Theology, as the study of the first principle, ground of being, the good, the One, etc., as appearing in various traditions.

REL-R 327 The Origins of Christianity: From Jesus to Augustine (3 cr.) The emergence of Christianity as a distinct religion in the Roman empire through the fifth century: development of offices and rituals; persecution and martyrdom; Constantine and Catholic orthodoxy; monasticism; major thinkers and theological controversies; the transition to the Middle Ages.

REL-R 331 Christian Thought: From the Reformation to the Present (3 cr.) Major figures and movements in the Reformation, Counter-Reformation, and modern periods.

REL-R 335 Religion in Early America (3 cr.) Development of religious life and thought in early America, from the beginnings to 1865.

REL-R 336 Religion in Modern America (3 cr.) Development of religious life and thought in modern America, from 1865 to the present.

REL-R 345 Religious Issues in Contemporary Judaism (3 cr.) Religious problems confronting Jews and Judaism in our own time: women and Judaism, the impact of the Holocaust on Judaism, contemporary views of Zionism, religious trends in American Judaism. May be repeated once for credit with a different topic.

REL-R 354 Buddhism (3 cr.) Historical survey of Buddhism from its origins in India through its diffusion throughout Asia in subsequent centuries. Emphasis on practice (ritual, meditation, and ethics) and social grounding (including individual roles and institutional structures) as well as on doctrinal debates.

REL-R 358 Hinduism (3 cr.) Beliefs, rites, and institutions of Hinduism from the Vedic (c. 1200 B.C.) to modern times: religion of the Vedas and the Upanishads; epics and the rise of devotional religion; philosophical systems (Yoga and Vedanta); sectarian theism; monasticism; socioreligious institutions; popular religion (temples and pilgrimages); modern Hindu syncretism.

REL-R 362 Religion in Literature (3 cr.) Theological issues raised in literature. Function of religious myth and central religious themes, such as damnation, alienation, pilgrimage, quest, conversion, enlightenment. May be repeated once for credit with a different topic.

REL-R 364 Feminist Critique of Western Religion (3 cr.) Basis for and substance of the feminist critique of Western religions. Examines feminist arguments with religious texts, traditions, patterns of worship, expressions of religious language, and modes of organization. Examination of alternatives.

REL-R 371 Religion, Ethics, and the Environment (3 cr.) Exploration of relationships between religious world views and environmental ethics. Considers environmental critiques/defenses of monotheistic traditions; selected non-Western traditions, the impact of secular "mythologies," philosophical questions, and lifestyle issues.

Library and Information Science (SLIS) — School of Library and Information Sciences

SLIS-L 155 Information Resources in Journalism (1 cr.) Introduction to information sources and services of libraries. Training in use of computerized database systems as well as selection and use of other advanced reference sources.

Safety — School of Continuing Studies

HPER-H 174 Prevention of Violence in American Society (3 cr.) This course covers various contributors to violence in America with an emphasis on community health issues. Personal and environmental factors related to violence are considered within a context of public health. Personal and community violence prevention and reduction approaches are presented.

HPER-S 101 Introduction to Safety Science (3 cr.) Introduces safety as a profession. Examines workplace safety, including the organization and application of safety programs. Methods of hazard recognition, evaluation, and control; accident prevention approaches; and accident investigation and analysis are discussed. Additionally addresses behavior modification, safety record keeping, motivation, and professional ethics.

HPER-S151 Legal Aspects of Safety (3 cr.) Discusses legal requirements for safety, health, and environmental compliance. Emphasis is given to OSHA, EPA, and consensus standards, as well as other applicable Federal regulations.

HPER-S 201 Introduction to Industrial Hygiene (3 cr.) The concepts, principles, and techniques in the practice of industrial hygiene are presented. The identification, evaluation, and control of occupational health hazards are discussed. An orientation to selected instrumentation used to assess the workplace is provided.

HPER-S 202 Fundamentals of Fire Protection (3 cr.) Reviews fire protection codes and standards, principles, and practices; fire theory, fire-safe design, fire protection systems and equipment, and fire hazards. Emphasis on the life safety aspect of fire protection.

HPER-S 210 OSHA General Industry Standards (3 cr.) An introduction and analysis of the Occupational Safety and Health Administration (OSHA) general industry standards as they apply to both the private and federal sectors. Includes an inspection practicum.

HPER-S 214 OSHA Construction Standards (3 cr.) An introduction to and application of the Occupational Safety and Health Administration (OSHA) and Indiana OSHA (IOSHA) construction standards as they apply to both the private and public sectors. Course includes an inspection practicum.

HPER-S 217 Safety: A Personal Focus (3 cr.) This course surveys current topics of interest in safety. Areas explored include injury problems, safety analysis, home safety, fire safety, personal protection, responding to emergencies, firearm safety, motor vehicle safety, occupational safety, recreational safety, school safety, and related issues.

HPER-S 231 Safety Engineering and Technology (3 cr.) Introduces safety engineering principles applied to the control of hazards associated with industrial processes, facilities, chemical processes, materials handling, machine operation, and electricity.

HPER-S 251 Incident Investigation and Analysis (3 cr.) Introduction of questioning and interviewing techniques for incident investigation and analysis. Examines injury causation theories, evaluation, reporting, legal aspects, and using investigation findings as a prevention tool. Reviews root causes in management systems.

HPER-S 255 Threats, Violence, and Workplace Safety (3 cr.) Emphasis on personal safety and survival through prevention, protection, and effective countermeasures for individuals and groups in the workplace. Examines potential methods for delivery and perpetuation of violence.

HPER-S 302 Introduction to Homeland Security (3 cr.) P: 9 cr. 200 level HPER-S courses. Explores relationships and interactions between private-sector institutions and public-sector Homeland Security organizations at federal, state and local levels. Examines specific roles, responsibilities and vulnerabilities of private-sector and governmental agencies in protecting critical infrastructure as well as preventing, deterring, and responding to crises.

HPER-S 317 Topical Seminar in Safety Education (1-3 cr.) P: Consent of instructor. The topical seminars will relate to current issues in the field of safety education. Possible topics for this seminar are new requirements for controlling hazardous material, the changing legal environment of the safety professional, new techniques in accident investigation, system safety and the safety manager, human factors, and workplace design.

HPER-S 332 Ergonomics and Human Factors (3 cr.) P/C: ANAT-A 215 or HPER-P 205. The application of ergonomic principles and human factors techniques to the design and evaluation of workplaces and equipment.

HPER-S 336 Emergency Management (3 cr.) P HPER-S 302. An all-hazard multidisciplinary response and recovery. Topics include identifying critical roles, risk assessment, strategies, planning concepts and methodologies, establishing effective integrated and coordinated programs, crisis management, communication and response.

HPER-S 345 Safety Program Management (3 cr.) P: 6 credits HPER-S courses, or instructor's approval. Principles, theories, and concepts of safety and health program management with comparisons of past, present, and future practices. Review of managing behavior of individuals, groups, and organizations. Focuses on managing a total safety program.

HPER-S 352 System Safety Analysis (3 cr.) P: 6 credits HPER-S courses or instructor's approval. Examines common tools and techniques for evaluation and injury prevention. Analysis of factors leading to unintended catastrophes in the nuclear, marine, airline, mining, chemical, and petroleum industries. System analysis tools covered include risk management, PHA, FTA, FMEA, MORT, PSM, and JSA.

HPER-S 354 Hazardous Materials and Waste Control (3 cr.) P: 6 cr. of HPER-S courses or instructor approval. Introduction and review of hazardous materials regulations and hazardous materials control methods, including hazardous wastes. Occupational and environment requirements and exposures, with guidance and common examples of materials that are toxic, corrosive, reactive, explosive, flammable, and combustible. These classes of materials will be considered from their generation to disposal.

HPER-S 365 Security Issues for the Safety Professional (3 cr.) P: HPER-S 302. Course examines many security issues faced by modern safety professionals, both internal and external to parent organizations. Topics include identifying and assessing security threats, evaluating resources, developing strategies and plans to combat threats, integration of modern systems to control and eliminate threats.

HPER-S 370 Principles and Strategies of Behavioral Safety (3 cr.) Examines the principles, strategies, and methods of behavioral safety approaches in the workplace. Ways to improve safety culture and safety performance are explored through applied behavioral analysis, safety observation, and coaching.

HPER-S 402 Emergency Planning and Preparation (3 cr.) P: HPER-S 336. Addresses multiple facets of emergency planning and preparedness as part of comprehensive emergency management. Fundamentals of planning as applied to four phases of emergency management; how these phases overlap, interrelate, and complement each other; and critical steps in preparation will be examined.

HPER-S 410 Advanced Industrial Hygiene (3 cr.) P: HPER-S 201 and CHEM-C 102. Provides definitive application of principles and concepts for the solutions of workplace health and physical hazards. Program management techniques are discussed. Research procedures and techniques are introduced through individual and group projects.

HPER-S 411 Industrial Hygiene Sampling and Analysis (3 cr.) P: HPER-S 410 and CHEM-C 106. Advanced, in-depth study of the approaches to workplace sampling. Emphasis is on sampling methods, passive sampling, sampling devices, breathing zone, and area sampling strategy. Course will include lab sessions and field experience.

HPER-S 415 Safety Education and Training (3 cr.) P: 6 credits HPER-S courses or instructor's approval. Assessing training and education needs, establishing goals and objectives, planning and methods for delivery, using resources and evaluating effectiveness. Students develop evaluation instruments and conduct mock OSHA training. Emphasis is on improving safety performance in addition to compliance.

HPER-S 425 Safety Process Administration and Leadership (3 cr.) P: 6 credits of HPER-S courses or instructor's approval. Concepts, principles, and techniques of effective administration and leadership. Topics include safety professional's role in administration. Focus on methods of adding value through leadership to continuously improve safety performance.

HPER-S 430 Exploring Safety Culture (3 cr.) Examines approaches to the development of a proactive safety culture in the workplace. Topics explore issues of sound business principles and management practices for the development of an effective safety culture.

HPER-S 436 Emergency Response and Recovery (3 cr.) P: HPER-S 336. Identifies various types of disasters and appropriate emergency management stakeholders. Explores theoretical frameworks, emergency and post-emergency activities typical challenges of response efforts: and, the tools and techniques of response and recovery are examined.

HPER-S 440 Research in Safety Education (1-3 cr.) Undergraduate research done in the field of safety education under the direction of a faculty member in the department.

HPER-S 441 Readings in Safety Education (1-3 cr.) Planned readings in safety education to be conducted under the direction of a member of the faculty. Enrollment is limited to seniors or advanced juniors who are majors in the department. Readings proposal must be approved in advance.

HPER-S 444 Field Experience in Occupational Safety (1-10 cr.) P: Safety majors only; junior/ senior standing; consent of instructor. Field experience through on-the-job and related opportunities in occupational safety. Students will be assigned to industrial and occupational enterprises offering professional development for the safety specialist. Periodic critiques will be scheduled with supervisory personnel. Written progress reports will be required. S/F only.

Sociology (SOC) School of Social Sciences

Introductory Courses

SOC-S 163 Social Problems (3 cr.) Major social problems in areas such as the family, religion, economic order; crime, mental disorders, civil rights; racial, ethnic, and international tensions. Relation to structure and values of larger society.

SOC-S 216 American Ethnic Diversity (3 cr.) Themes discussed include Old World origins, current conditions, family, work, power, gender, and art. The approach is interdisciplinary. Readings are largely original accounts and include autobiographies, novels, and essays.

SOC-R 220 The Family (3 cr.) The family as a major social institution and how it relates to the wider society. Formation of families through courtship, marriage, and sexual behavior; maintenance of families through childbearing and family interaction; and dissolution of families by divorce or death. Social change and the emergence of new familial patterns. Recommended for nonmajors.

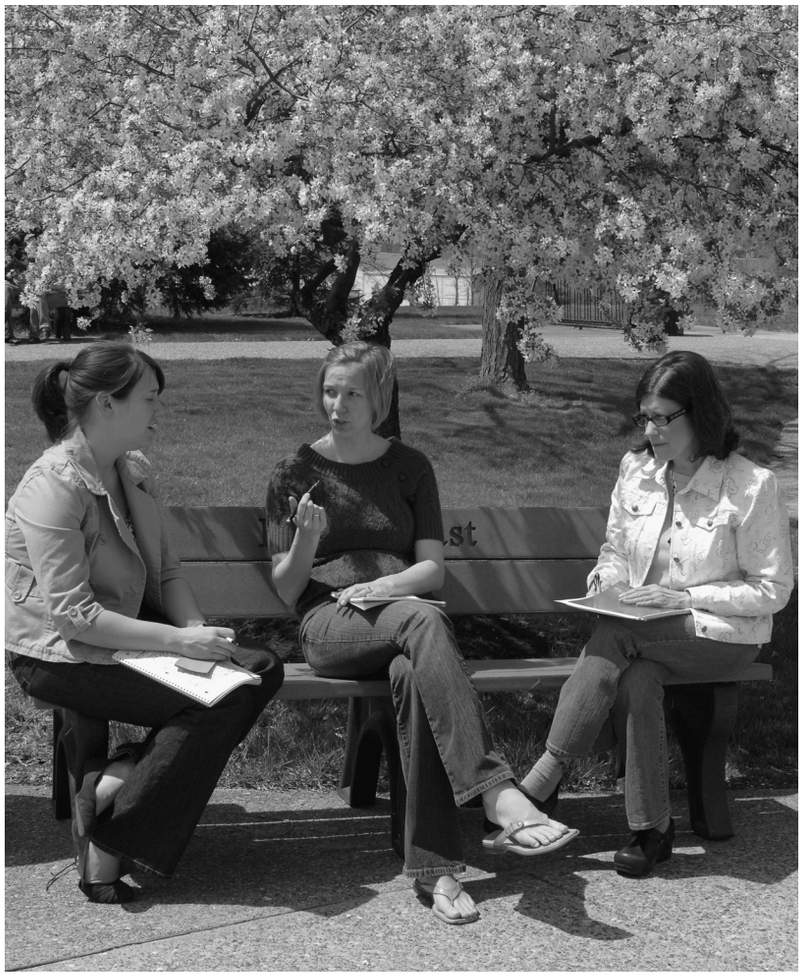
Advanced Courses

SOC-P 320 Social Psychology (3 cr.) P: PSY-P 101, P 102, SOC-S 163, or permission of the instructor. Principles of scientific psychology applied to the individual in a social situation.

SOC-R 315 Sociology of Power (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of the nature and basis of political power on the macro level—the community, and national and international arenas. Study of formal and informal power structures and of the institutionalized and noninstitutionalized mechanisms of access to power.

SOC-R 320 Sexuality and Society. (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Provides a basic conceptual scheme for dealing with human sexuality in a sociological manner.

SOC-R 326 Masculinity & Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of the meanings of masculinity. The major focus of the course is to examine how male gender roles impact the lives of men including: influences on men's behavior, identities and interactions with other men and women. Variations by social class, race/ethnicity, age and sexual orientation will be examined.



SOC-R 327 Sociology of Death & Dying (3 cr.) This course examines inevitable and salient features of the human condition. Historical evaluation of images and attitudes toward death, the medicalization of death, the human consequences of high-tech dying, the role of the family in caring for dying loved ones. The emergence and role of hospices, the social roles of funerals, grief and bereavement, euthanasia and suicide, the worlds of dying children and grieving parents, and genocide are major issues that will be addressed. Two of the major themes of the course revolve around the idea that the way we die is a reflection of the way we live; and that the study of dying and death is an important way of studying and affirming the value of life.

SOC-R 410 Alcohol, Drugs & Society (3 cr.) This is a survey of the use and abuse of alcohol and other drugs, including extent of use, history of use and abuse, legal actions, and treatment strategies.

SOC-R 463 Inequality and Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Presentation of conservative, liberal, and radical theories of class formation, class consciousness, social mobility, and consequences of class membership. Emphasis on the American class system, with some attention given to class systems in other societies.

SOC-R 495 Topics in Sociology (3 cr.) P: Variable with topic. Exploration of a topic in sociology not covered by the regular curriculum but of interest to faculty and students in a particular semester. Topics to be announced.

SOC S 215 Social Change (3 cr.) Introduction to theoretical and empirical studies of social change. Explores issues such as modernization; rationalization; demographic, economic, and religious causes of change; and reform and revolution.

SOC-S 250 Methods and Statistics I (3 cr.) P: MATH-M 118 or A 118. First semester of a two-semester course integrating methods of research and statistical analysis. Includes logic of scientific inference, theory construction, research design, and data collection.

SOC-S 251 Methods and Statistics II (3 cr.) P: S 250. Second half of a one-year course integrating methods of research and statistical analysis. Includes logic of scientific inference, theory construction, research design, and data collection.

SOC-S 260 Current Social Issues and Public Policy (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Sociological aspects of current social issues and implications of existing and/or proposed public policies are explored. Consistency with related public policies is also addressed.

SOC-S 295 Topics in Sociology: Sophomore Seminar (3 cr.) P: S 163. C: S 251 or permission of instructor. The focus on the seminar will be thinking, questioning, and writing from sociological perspectives. Students will frame sociological questions, match data to questions, develop sociological arguments, learn effective methods for doing library searches and organizing information, and then write and polish their papers. Offered spring sem. Required for sociology majors. Fulfills the research writing requirement.

SOC-S 300 Race and Ethnic Relations (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Theoretical and conceptual issues relating to racial and ethnic minority and majority groups. Comparative analysis of themes, terms, concepts, and theories of multiethnic societies; case studies of intergroup relations in non-American societies, race and ethnic groups, and collective experiences and organization of social institutions.

SOC-S 305 Population and Human Ecology (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Population composition, fertility, mortality, natural increase, migration; history, growth, and change of populations; population theories and policies; techniques of manipulation and use of population data; the spatial organization of populations.

SOC-S 308 Global Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Introduction to methods of cross-cultural analysis; study of key theories derived from comparative analysis, with emphasis on determinants and consequences of industrialization.

SOC-S 309 The Community (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Urban, suburban, and rural communities, especially in America; community and neighborhood structure and organization; housing and land utilization; human behavior; patterns of community growth; community planning.

SOC-S 310 Sociology of Women in America (3 cr.) P: S 163 or 3 credit hours of introductory sociology. R: WOSTW 200 plus 3 credit hours in sociology or WOST-W 200 plus 3 additional credit hours in women's studies. A brief survey of the history of women's changing role in America, with particular emphasis on women's legal status in this century, persistence of occupational segregation, the organization and growth of the women's rights movement since 1960, the impact of these changes on the nuclear family, and the female self-image.

SOC-S 312 Education and Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. The role of educational institutions in modern industrialized societies, with emphasis on the functions of such institutions for the selection, socialization, and certification of individuals for adult social roles. Also covers recent educational reform movements and the implications of current social policies on education.

SOC-S 313 Religion and Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology. The nature, consequences, and theoretical origins of religion; the social origins and problems of religious organizations; and the relationships between religion and morality, science, magic, social class, minority status, economic development, and politics.

SOC-S 314 Social Aspects of Health and Medicine (3 cr.) P: S 163 or 3 credit hours of introductory sociology. The effects of group characteristics in causing, treating, and preventing mental and physical illness; social influences in medical education, medical practice, and hospital administration.

SOC-S 315 Work and Occupations (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of the professions and occupations; range, history, social origins, and typical career patterns of selected occupations; social characteristics of occupational and professional groups; influence of sex, education, and minority group membership upon selection of a profession or occupation.

SOC-S 319 Science and Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. Issues such as development and structure of the scientific community; normative structure of science; cooperation, competition, and communication among scientists; scientists' productivity, careers, and rewards; development of scientific specialties; and relationship between science and society.

SOC-S 320 Deviant Behavior and Social Control (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. Analysis of deviance in relation to formal and informal social processes. Emphasis on deviance and respectability as functions of social reactions, characteristics of rules, and power and conflict.

SOC-S 321 Variations in Human Sexuality I (3 cr.) P: S 163 or 3 credit hours of introductory sociology or consent of instructor. Sociological examination of patterns and variations in several dimensions of human sexuality, sexual definitions, incidence of various behaviors, intensity of sexual response, sexual object choice, and other modes of sexual expression.

SOC-S 325 Criminology (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Causes of crime, organization of criminal behavior from the viewpoint of the person and the group, and social responses to crime.

SOC-S 328 Juvenile Delinquency (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Nature and extent of juvenile delinquency, its cause, juvenile delinquency and the law, methods of research in juvenile delinquency, theories and practices of delinquency control.

SOC-S 329 Women and Deviance (3 cr.) Using theoretical models of women and deviance, this course examines gender norms and roles in crime. Detective fiction, mental illness, alcoholism, drug addiction, lesbianism, rape, and abortion.

SOC-S 331 Sociology of Agine (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Examination of theoretical issues and practical problems associated with aging. Emphasis on social and social-psychological dimensions, with some treatment of the demographic, political, economic, and familial aspects of old age. Topics include consequences of research methods and findings, how experiences of younger people affect their subsequent adaptations to old age, American cultural values and norms with respect to older people, and predictions concerning the quality of life for elderly persons in the twenty-first century.

SOC-S 335 Race and Ethnic Relations (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Relations between racial and ethnic minority and majority groups; psychological, cultural, and structural theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

SOC-S 338 Sociology of Gender Roles (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Exploration of the properties, correlates, and consequences of sex-gender systems in contemporary societies. Emphasis on defining sex-gender systems; tracing their historical development; considering their implications for work, marriage, and fertility, with cross-cultural comparisons.

SOC-S 360 Topics in Social Policy (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Specific topics announced each semester; examples include environmental affairs, urban problems, poverty, and population problems. May be repeated three times for credit with a different topic.

SOC-S 361 Cities and Suburbs (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Introduction to theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

SOC-S 403 Industry, Labor, and Community (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Organizations studied from a sociological perspective. Theories and typologies of organizations as well as research that tests them. Attention to social structures (formal and informal) of organizations, the participants (management, labor, and clients), organizational goals, effects of technology and the environment.

SOC-S 405 Selected Social Institutions (3 cr.) P: S 163 or 3 credit hours of introductory sociology. An examination of one or more institutional areas, e.g., religion, education, the military. May be repeated for credit with instructor's permission.

SOC-S 413 Gender and Society (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Explores several theories of sex inequality in order to understand the bases of female-male inequality in American society; examines the extent of sex inequality in several institutional sectors; and considers personal and institutional barriers women face, including those resulting from socialization, discrimination, and other structural arrangements.

SOC-S 416 The Family (3 cr.) P: S 163 or 3 credit hours of introductory sociology. The family as a social institution, changing family folkways, the family in relation to development of personality of its members, disorganization of the family, and predicting success and failure in marriage.

SOC-S 418 Sociology of Political and Religious Movements (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of the major types of political (reform, revolutionary, and reactionary) and religious movements (cults, sects). Emphasis on their nature, ideology, and organization.

SOC-S 420 Topics in Deviance (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Specific topics announced each semester, e.g., crime, juvenile delinquency, law enforcement, corrections, mental illness, sexual deviance, drug use, and violence. May be repeated three times for credit.

SOC-S 423 Sexual Patterns and Variations (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Sociological examination of patterns and variations in several dimensions of human sexuality. Emphasis will be placed on sexual nonconformity (homosexuality, premarital relations, etc.).

SOC-S 426 Control of Crime (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Analysis of policies for prevention of crime and treatment of criminals on basis of knowledge regarding causation of criminal behavior.

SOC-S 431 Topics in Social Psychology (3 cr.) Specific topics announced each semester, e.g., socialization, personality development, small group structures and processes, interpersonal relations, language and human behavior, attitude formation and change, violence and aggression. May be repeated three times for credit.

SOC-S 436 Public Opinion and Propaganda (3 cr.) P: S 163 or 3 credit hours of introductory sociology. Techniques of propaganda, with emphasis on war propaganda; propaganda as an instrument of social control; role of propaganda and opinion measurement. Credit will not be given for both S 436 and JOUR-J 423 or POLS-Y 316.

SOC-S 441 Topics in Social Theory (3 cr.) P: S 163, S 250, S 251. Specific topics announced each semester. Topics include development of American sociology; classical sociological theory; contemporary sociological theory. May be repeated three times for credit. Usually offered only fall sem.

SOC-S 447 Theories in Social Change (3 cr.) P: S 163, S 250 and S 251. Introduction to the social mechanisms of change. Explores various conditions that result in social change, such as technological advances, reform movements, and revolution. The results of social change such as modernization, rationalization, and urbanization are examined in terms of how they affect various institutions.

SOC-S 468 Research Project in Sociology (cr. arr.) P: 6 credit hours in sociology. Instructor's consent required.

SOC-S 470 Senior Seminar (3 cr.) P: S 163, S 250, S 251. Topics in sociology and sociological applications. May be repeated, provided different topics are studied. Usually offered only spring sem.

SOC-S 494 Field Experience in Sociology (1-6 cr.) P: consent of instructor and prior arrangement. Faculty-directed study of aspects of sociology based on field experience, in conjunction with directed readings and writing.

Specifically, each intern is required to (1) keep a daily or weekly journal, which is given at regular intervals to the faculty sponsor; (2) give an oral report once the fieldwork is completed; and (3) depending on academic credit, write a journal or an analytic paper or both. Limited to a total of 9 credit hours of both S 494 and S 495.

SOC-S 495 Individual Readings in Sociology (1-6 cr.) P: 6 credit hours in sociology and written consent of instructor. May be repeated when topics vary for up to a maximum of 6 total hours. To be taken in conjunction with advanced sociology courses to meet requirements of the Sociology Honors Program. Authorization required.

SOC-S 498 Honors Thesis (1-3 cr.) To be taken in conjunction with S 470 to meet the requirements of the Sociology Honors Program. Consent of the instructor for S 470 required.

SOC-W 100 Gender Studies (3 cr.) Interdisciplinary approach to core discipline areas and to methodological and biographical tools required for research in women.

COAS-S 399 Internship in Sociology (1-6 cr.) Junior or Senior standing. Approval of Dean, Instructor and Office of Career Services. Faculty directed study of aspects based on internship in conjunction with directed readings and writings.

Spanish (SPAN) School of Arts and Letters

Students who have studied Spanish must take a placement test before enrolling. We recommend that a student who has studied Spanish before coming to IU Southeast take the placement exam as soon as possible after beginning his or her studies at IU Southeast and begin study of Spanish as soon as possible to take maximum advantage of prior study of Spanish. Contact the Student Development Center.

SPAN-S 100–S 150 Elementary Spanish I-II (4-4 cr.) Intensive introduction to present-day Spanish, with drills for mastery of phonology, basic structural patterns, and functional vocabulary. Attendance in the language lab may be required. S 100 offered fall sem., spring sem., and summer I. S 150 offered fall sem., spring sem., and summer II.

SPAN-S 200–S 250 Second-Year Spanish I-II (3-3 cr.) P: S 100 and S 150. I. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings. II. Discussions in Spanish of contemporary Hispanic literature. Practice in composition both semesters. Attendance in the language lab may be required. S 200 offered fall sem., spring sem., and summer I. S 250 offered fall sem., spring sem., and summer II.

SPAN-S 275/S 291 Hispanic Culture and Conversation (3 cr.) P: S 250 or equivalent. Practice of language skills through reading and discussion of Hispanic culture. Treats facets of popular culture, diversity of the Spanish-speaking world, and themes of social and political importance. S 291 emphasizes grammar. Native speakers of Spanish, as well as students who have taken a 300 or 400-level Spanish course, may not take S 275 or S 291. Conducted in Spanish.

SPAN-S 301–S 302–S 303 The Hispanic World I-II-III (3-3-3 cr.) P: S 317 or equivalent. Introduction to Hispanic culture through literature. Study of representative literary works in both Spain and Spanish America, in the context of Hispanic history, art, philosophy, folklore, etc.

SPAN-S 311 Spanish Grammar (3 cr.) P: S 250. Review of the major points of Spanish grammar.

SPAN-S 312 Written Composition in Spanish (3 cr.) P: S 250 or equivalent. Course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar included. Emphasis on correct usage, vocabulary building, and stylistic control. Required for major.

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: S 250 or equivalent. Intensive controlled conversation correlated with readings, reports, debates, and group discussions. May be repeated once for credit overseas. Required for major. Native speakers of Spanish may not take S 317; native speakers majoring or minoring in Spanish will replace S 317 with another 300- or 400-level course.

SPAN-S 363 Introduccion a la Cultura Hispanica (3 cr.) P: One of the following: S 275, S 291, S 312, or S 317. A specialized study of cultural phenomena of the Spanish-speaking world. Topics include Hispanic Film, Latino Studies, Hispanic theater, etc. Course may be repeated once for credit.

SPAN-S 407 Survey of Spanish Literature I (3 cr.) P: S 301–S 302. An historical survey that covers major authors, genres, periods, and movements from the Spanish Middle Ages through the Baroque period of the seventeenth century. Readings include prose works, poetry, and drama.

SPAN-S 408 Survey of Spanish Literature II (3 cr.) P: S 301–S 302. An historical survey of Spanish literature that covers the main current of Spain's literary history in the eighteenth, nineteenth, and twentieth centuries. Readings in prose, poetry, and drama by Larra, Pérez Galdós, Unamuno, García Lorca, and other representative writers.

SPAN-S 411 Spanish Culture and Civilization (3 cr.) P: S 317 or S 301–S 302. A course to integrate historical, social, political, and cultural information about Spain.

SPAN-S 412 Latin American Culture and Civilization (3 cr.) P: S 317 or S 301–S 302. A course to integrate historical, social, political, and cultural information about Spanish America.

SPAN-S 419 Modern Spanish Prose Fiction (3 cr.) P: S 301–S 302. Spanish prose fiction from mid-nineteenth century realism through post-Spanish Civil War narrative innovations.

SPAN-S 420 Modern Spanish American Prose Fiction (3 cr.) P: S 301–S 302. Spanish American prose fiction from late-nineteenth-century modernism to the present.

SPAN-S 450 Don Quixote (3 cr.) P: S 301 –S 302. Detailed analysis of Cervantes's novel. Life and times of the author. Importance of the work to the development of the novel as an art form.

SPAN-S 470 Women and Hispanic Literature (3 cr.) P: S 301–S 302 or equivalent. Hispanic women within cultural context through literary texts. Topics such as women authors, characters, themes, and feminist criticism.

SPAN-S 471 Survey of Spanish American Literature I (3 cr.) P: S 301–S 302 or equivalent. An historical survey of Spanish American literature. This course covers major authors, genres, periods, and movements from pre-Columbian times, through the Conquest and the Spanish colonies, to the beginning of the nineteenth century when the Spanish American republics were born.

SPAN-S 472 Survey of Spanish American Literature II (3 cr.) P: S 301–S 302 or equivalent. An historical survey of Spanish American literature. This course covers major authors, genres, periods, and movements. This literary survey course begins in the nineteenth century, when Spanish colonial rule ended and most Spanish American countries became republics, and follows the growth of Spanish American literature up to the present day.

SPAN-S 494 Individual Readings in Hispanic Studies (1-3 cr.) P: Consent of the department. May be repeated.

Speech (SPCH) School of Arts and Letters

Introductory Courses

SPCH-S 121 Public Speaking (3 cr.) P: W 131 or concurrent enrollment in W 131. Theory and practice of public speaking, training in thought processes necessary to organize speech content, analysis of components of effective delivery and language.

SPCH-S 122 Interpersonal Communication (3 cr.) Practical consideration of spontaneous human interaction in face-to-face situations. Special attention is given to perception, language, and attitudes in dyads and small groups.

Advanced Courses: Advisors can provide details on which semesters a course is offered.

SPCH-C 205 Introduction to Oral Interpretation (3 cr.) P: Sophomore standing, S 121 or T 120, or consent of instructor. Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Lecture and recitation.

SPCH-C 310 Rhetoric and Public Address (3 cr.) P: S 121 and junior standing. Historical survey of theories of rhetoric and their application to great issues in American culture.

SPCH-C 325 Interviewing Principles and Practices (3 cr.) P: Sophomore standing. Study and practice of methods in selected interview settings; emphasis on the logical and psychological bases for the exchange of information and attitudes.

SPCH-S 205 Introduction to Speech Communication (3 cr.) P: S 121, S 122, ENG-W 131,30 credit hours and an overall 2.3 grade point average. Overview of the theories and principles of effective communication in interpersonal, group, organizational, and public settings. A. Due to changes in the traditional track that take effect fall 2009, the course numbered SPCH-S 205 will be phased out. For students entering fall 2009 or after, until the phase out, SPCH-S 205 will substitute for the required course called "Introduction to Communication Research" (3 cr.). Students entering prior to 2009 required to take SPCH-S 205 who have not done so before it is phased out may substitute the course titled "Introduction to Communication Research" (course number to be determined). Advisors can provide details. B. Students entering fall 2009 or after required to take a course titled "Introduction to Speech Communication" (1.5 cr.) will take a course by that name under a new number to be determined. Advisors can provide details.

SPCH-S 223 Business and Professional Speaking (3 cr.) P: Sophomore standing, S 121, S 122, or consent of instructor. Preparation and presentation of types of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedure.

SPCH-S 228 Argumentation and Advocacy (3 cr.) P: S 121 and sophomore standing. Reasoning, evidence, and argument in public discourse. Study of forms of argument. Practice in argumentative speaking.

SPCH-S 229 Discussion and Group Methods (3 cr.) P: S 121 or S 122 and sophomore standing. Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

SPCH-S 322 Advanced Interpersonal Communication (3 cr.) P: S 122 and junior standing. Advanced consideration of communication in human relationships. Emphasis given to self-concept, perception, verbal language, nonverbal interaction, listening, interpersonal conflict and communication skills in family, social, and work situations.

SPCH-S 323 Speech Composition (3 cr.) P: Junior or senior standing, S 121, and ENG-W 231 or W 290. Advanced speechwriting; theories of style, written and spoken language; logical proofs; and emotional and ethical appeals. Practice in composition and delivery.

SPCH-S 324 Persuasion (3 cr.) P: Junior standing and S 205. Motivational appeals in influencing behavior; psychological factors in speaker-audience relationship; contemporary examples of persuasion. Practice in persuasive speaking.

SPCH-S 325 Voice and Diction (3 cr.) P: S 121 or T 120. R: Sophomore standing or consent of instructor. Anatomy and functions of vocal mechanism; background for teaching normal speech patterns.

SPCH-S 333 Public Relations (3 cr.) P: Junior standing and S 121 or consent of instructor. Introduction to the principles of contemporary public relations, including ethics of public relations; impact on society; and uses by government, business, and social institutions for internal and external communication. Public relations as a problem-solving process utilizing theoretical and applied communication strategies.

SPCH-S 336 Current Topics in Communication (3 cr.) Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

SPCH-S 353 Advanced Public Speaking (3 cr.) P: S 121 and sophomore standing. Development of a marked degree of skill in preparation and delivery of various types of speeches, with emphasis upon depth of research, clarity of organization, application of proof, and appropriate style.

SPCH-S 398 Independent Study in Speech Communication (1-3 cr.) P: Junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated for up to a total of 6 credits.

SPCH-S 400 Senior Seminar (1.5 cr.) For students enrolling fall 2009 or after. P: Introduction to Speech Communication and Introduction to Communication Research (course numbers to be determined), as well as SPCH-S 228, SPCH-S 229, SPCH-S 324, and senior standing. Advisors can provide a course description.

SPCH-S 405 Human Communication Theory (3 cr.) P: Junior or Senior standing, S 205, and S 322 or S 324. Survey of contemporary theories of human communication with emphasis on the nature of theory construction; contributions of allied disciplines to communication theory.

SPCH-S 421 Speech Criticism (3 cr.) P: Junior standing and S 205. Rhetorical criticism exemplified by selected studies, ancient and modern; development of contemporary standards and methods of appraisal.

SPCH-S 424 Empirical Research Methods in Speech Communication (3 cr.) P: MATH-A 118, MATH-M 118, or higher, junior or senior standing and S 205. Focuses on the objective appraisal of behavioral data in the study of speech communication. Introduces the theoretical foundation of empirical social science and offers guidelines for conducting descriptive and experimental studies.

SPCH-S 427 Cross-Cultural Communication (3 cr.) P: Sophomore standing. A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

SPCH-S 440 Organizational Communication (3 cr.) P: Junior standing and S 205. Examination of internal and external communication in business and other professional organizations, with emphasis upon theory, techniques, practices, goals, and the social environment in which such communication exists.

SPCH-S 450 Gender and Communication (3 cr.) P: S 122 and sophomore standing or consent of instructor. Exploration of the communication between males and females from psychological, social, and cultural perspectives. Emphasizes interpersonal interaction between males and females in friendship and romantic contexts as well as educational, organizational, and mediated contexts. An internship elective may be taken as COAS-S 399 to gain experience in a career related area. Advisors can provide details.

School of Public and Environmental Affairs (SPEA) — School of Natural Sciences

SPEA-E 162 Environment and People (3 cr.) P: Sophomore, junior, or senior standing. An interdisciplinary examination of the problems of population, pollution, and natural resources and their implications for society. Not open to students who have had BIOL L 350 or BIOL L 473. Does not fulfill divisional distribution. Fall sem., spring sem., summer.

SPEA-E 400 Natural History of Coral Reefs (BIOL-L 341, GEOL-G 341) (3 cr.) P: A 100-level biology course. Introduction to principles of biology, ecology, and geology as applied to coral reef ecosystems.

Supervision (SUPV) — School of Continuing Studies

SUPV-S 300 Personnel Supervision (3 cr.) An introduction to and overview of the fundamental concepts of supervisory management. Emphasis is placed upon the supervisor's major personnel functions, including organizing, planning, communication, job definition and assignment, recruiting, orientation, training, salary administration, and labor relations.

SUPV-S 310 Production Supervision (3 cr.) The role and function of the supervisor in the production of goods and services. Course will include such production topics as scheduling, quality control, time and motion studies, cost control, tooling, etc.

SUPV-S 320 Labor Relations (3 cr.) An introduction to labor relations for supervisors. The organization of labor unions and federations, certification, contracts, collective bargaining, grievances, arbitration, and labor law will be covered.

Telecommunications (TEL) — School of Arts and Letters

TEL-J 470 Broadcast Media Analysis (3 cr.) Seminar on problems of communicating news through aural and visual channels. Application of communications theory to broadcast news and public affairs presentations. Study of effects of format, verbal content, nonverbal content, and presenter on communications process.

TEL-R 204 Foundations of Broadcasting (3 cr.) Sociological, historical, technical, aesthetic, and regulatory considerations in the understanding of broadcasting. Two hours lecture, one discussion section weekly.

TEL-R 287 Process and Effects of Mass Communication (3 cr.) Theories and principles of mass communication, with emphasis on the contribution of the behavioral sciences. Credit not given for both R 287 and SOC-S 336.

TEL-R 309 Television Production (3 cr.) Materials and equipment of television studio production. TEL-R 311 Broadcast Writing (3 cr.) Style, form, and preparation of writing materials for broadcasting.

TEL-R 404 Topical Seminar in Telecommunications (3 cr.) Exploration of problems and issues of telecommunications in contemporary society.

TEL-R 440 Advertising Strategies (3 cr.) P: S 205, M 300 and J 320. Analysis and evaluation of the planning, creative, and placement components of advertising campaigns utilizing the broadcast media; development of original advertising campaigns.

TEL-T 340 Electronic Media Advertising (3 cr.) Principles of Internet, network, national spot, and local radio and television advertising; roles of advertising agency, station representative, time buyer.

TEL-T 441 Advanced Advertising Strategies (3 cr.) P: R 440. Analysis and evaluation of planning, creative, and placement components of advertising campaigns utilizing the electronic media; development of original advertising campaigns.

Theatre (THTR) School of Arts and Letters

THTR-T 105 Appreciation of Theatre (3 cr.) Introduction to the art of the theatre through a study of major dramatic forms and theatrical techniques. No credit for theatre/drama major concentration.

THTR-T 115 Oral Interpretation I (3 cr.) Introduction to theories, methodology, and skills: oral and visual presentation of literature for audiences.

THTR-T 120 Acting I (3 cr.) Introduction to theories, methodology, and skills: body movement, voice and diction, observation, concentration, imagination. Emphasis on improvisational exercises. Lectures and laboratory.

THTR-T 220 Acting II (3 cr.) P: T 120, permission of instructor. Textual analysis and techniques of communicating with body and voice. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas. Lecture and laboratory.

THTR-T 225 Stagecraft I (3 cr.) Introduction to theories, methodology, and skills: analysis of practical and aesthetic functions of stage scenery, fundamentals of scenic construction and rigging, mechanical drawing for stagecraft. Lecture and laboratory.

THTR-T 270–T 271 Introduction to History of the Theatre I-II (3-3 cr.) Significant factors in primary periods of theatre history and their effect on contemporary theatre. Review of representative plays of each period to illustrate theatrical use of dramatic literature. Credit not given for both T 470 and T 270, nor for both T 471 and T 271.

THTR-T 275 American Theatre: The Black Experience (3 cr.) Historical survey of the black influence in the American theatre; a critical study of early and contemporary plays concerning black social problems and depicting black culture; the contributions of black actors and black playwrights to the American stage.

THTR-T 310 Creative Dramatics (3 cr.) Theory and technique of guiding children in spontaneous activity; specifically, creating scenes or plays and performing them with improvised dialogue and action. Although theories will be discussed, the emphasis will be on practical activities that may be useful to prospective teachers, recreation leaders, etc.

THTR-T 315 Oral Interpretation II (3 cr.) R: T 115. Study of the oral and visual presentation of literature, with emphasis on analysis of intellectual and emotional values.

THTR-T 320 Acting III (3 cr.) P: T 220 and audition. Character analysis and use of language on stage. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas. Lecture and laboratory.

THTR-T 325 Voice and Speech (3 cr.) Anatomy and functions of vocal mechanism; introduction to phonetics; improvement of student's voice and diction through exercises and practical work in area of student's special interest.

THTR-T 326 Scene Design I (3 cr.) Introduction to the process of scene design, scene designer's responsibilities, scene problem solving, and exploration of visual materials and forms.

THTR-T 335 Stage Lighting (3 cr.) P: T 225. Introduction to theories, methodologies, and skills; instruments and their use; control of light; practical application. Lecture and laboratory.

THTR-T 340 Directing I (3 cr.) P: T 120. Introduction to theories, methodology, and skills: play analysis, work with actors, basic elements of stage composition.

THTR-T 349 Speech and Theatre Practicum (cr. arr., max. 2 cr. per sem. for a total of 6 cr.) Practicum credit for students participating responsibly in a performance capacity is available by special arrangement with the instructor/director as casting decisions are confirmed.

THTR-T 385 Theatre Laboratory (cr. arr., max. 2 cr. per sem.) P: T 225, T 424, T 425, or consent of instructor. Practicum credit for students participating responsibly in production capacities is available by special arrangement with the instructor with current IU Southeast theatre productions serving as the core of study. Students will engage in script analysis, comparison, detailed research, and production planning as required and then actual implementation of plans in a specific key area (e.g., set design or construction, costumes, lighting, promotion, etc.) contracted on an individual basis with the instructor.

THTR-T 390 Creative Work in Summer Theatre (1-3 cr.) P: Consent of director. Work in summer theatre productions. May be repeated once for credit.

THTR-T 410 Movement for the Theatre (3 cr.) P: T 120. Introduction to theories, methodologies, and skills in developing a flexible, relaxed, controlled body for the theatre. Emphasis on relaxing body tensions, alignment, eye training, tumbling, and stage combat.

THTR-T 424 Stagecraft II (3 cr.) P: T 225 or consent of instructor. Using theatrical drafting as a vehicle, special techniques, new materials and techniques, and problems of construction are explored. Continued exploration of production duties is included.

THTR-T 445 Creative Dramatics (3 cr.) Storytelling, pantomime, and improvisation as tools of learning. Especially recommended for teachers and recreation leaders.

THTR-T 453 Playwriting I (3 cr.) P: Consent of instructor. Introduction to theories, methodology, and skills: principles of dramatic structure, practice in writing. Conferences and class evaluation.

THTR-T 483 Topics in Theatre and Drama (1-3 cr.) Studies in special topics not usually covered in other departmental courses. May be repeated once for credit if topic differs.

THTR-T 490 Independent Study in Theatre and Drama (1-6 cr.) P: 12 credit hours in theatre and drama, departmental grade average of B or above, consent of instructor required. Readings, reports, experiments, or projects in area of student's special interest.

Zoology (ZOOL) — School of Natural Sciences

ZOOL-Z 103 Animal Biology (5 cr.) Emphasis on interdependence of all living things. Type forms are used to demonstrate general biological principles. Functional aspects of biology, inheritance, development, and evolution and their application to human biology. This course will not count toward a biology major. (Lab fee required.)

ZOOL-Z 318 Developmental Biology Laboratory (2 cr.) Concurrent: BIOL-L 317 or Z 317. A laboratory about developing organisms, with special emphasis on embryology and organogenesis. (Lab fee required.)

ZOOL-Z 373 Entomology (3 cr.) P: An introductory biology course. Concurrent: ZOOL-Z 383. Insects, with emphasis on evolution, distribution, behavior, and structure.

ZOOL-Z 374 Invertebrate Zoology (5 cr.) P: An introductory biology course. Morphology, embryology, life history, physiology, and general biology of invertebrates. (Lab fee required.)

ZOOL-Z 383 Laboratory in Entomology (2 cr.) P or concurrent: ZOOL-Z 373. Laboratory and field studies of methods of collecting, preserving, and studying insects, with intensive study of classification. Preparation of insect collection required. (Lab fee required.)

ZOOL Z 460 Ethology (Animal Behavior) (3 cr.) P: Introductory biology. Introduction to the zoological study of animal behavior. Emphasizes both internal and external factors involved in the causation of species-typical behavior of animals (protozoa-primates) in their natural environment.

ZOOL-Z 466 Endocrinology (3 cr.) P: L 311, L 312. Mechanisms of hormone action from the molecular to the organismal level in vertebrates.

ZOOL-Z 468 Limnology (4 cr.) R: An introductory biology course, general chemistry. Freshwater environments: their physical and chemical processes and the forms of life that inhabit them.

ZOOL-Z 476 Biology of Fishes (3 cr.) P: 8 credits in zoology or consent of instructor. Laboratory and field studies of fishes. (Lab fee required.)

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