
UNIVERSITY OF SOUTHERN INDIANA

2003-2005 BULLETIN

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

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

Questions or concerns should be directed to the director of Affirmative Action, USI Human Resources Department, Room FWA 166, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712-3596 (Telephone: 812/464-1815). Office hours are 8 a.m. to 4:30 p.m. Monday - Friday.

The University maintains a smoke-free environment.

8600 UNIVERSITY BOULEVARD

EVANSVILLE, INDIANA 47712

812/464-8600

www.usi.edu

Where to Write:

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

University of Southern Indiana
Office of Admission
8600 University Boulevard
Evansville, Indiana 47712-3597
Telephone: 812/464-1765
or Toll Free: 800/467-1965
Office hours: 8 a.m. to 4:30 p.m. Monday - Friday

CONTENTS

A complete and detailed index is available as the last section of this bulletin.

The University (an overview)	1
Admission	6
Undergraduate Financial Assistance	13
Fees and Expenses	27
Undergraduate Academic Information and Policies	30
Student Life	41
Student Policies	45
University Honors Program	49
Intercollegiate Athletics	50
University Core Curriculum	51
Academic Programs	53
School of Business	55
Advisement and Graduation Requirements	55
Accounting and Professional Services	57
Business Administration	58
Business Education Teacher Certification	59
Computer Information Systems	60
E-Business	61
Finance	61
Management	61
Marketing	62
Economics	62
Applied Computer Science	63
Bower-Suhrheinrich School of Education and Human Services	75
Procedures and Regulations for Students in Teaching Programs	75
Student Teaching and Laboratory Experiences	77
Department of Physical Education	78
Department of Social Work	83
Department of Teacher Education	86
School of Liberal Arts	97
Liberal Arts and a Liberal Education	97
Teacher Licensing Policy	97
Art-Music-Theatre	98
Communications	104
English	114
Foreign Languages	119
Gender Studies	124
History	125
Humanities	129
Liberal Arts	129
Philosophy	130
Political Science	131
Pre-Law Curriculum	134
Psychology	134
Sociology	136
School of Nursing and Health Professions	143
Admission and Progression Requirements	143
Nursing	144

Accelerated BSN Program	145
RN to BSN Program of Study	145
Dental Assisting	148
Dental Hygiene	150
Bachelor of Science in Health Services	153
Occupational Therapy	159
Radiologic Technology and Radiologic and Imaging Sciences	165
Respiratory Therapy	172
Pott School of Science and Engineering	175
Biology	175
Chemistry	179
Geosciences	182
Engineering	186
Industrial Supervision	193
Mathematics	194
Physics	197
Biophysics	199
Division of Extended Services	201
Bachelor of General Studies	201
Reserve Officers Training Corps	202
University Division	204
Advising	204
Academic Skills	204
Placement Testing	204
Tutoring	204
Supplemental Instruction	204
ACHIEVE	205
Brown Bag Seminars	205
General Studies Classes	205
Office of Graduate Studies	206
Accreditation and Affiliation	206
Graduate Degree Programs	206
Admission	206
Graduate Financial Assistance	209
Fees and Expenses	213
Academic Information and Policies	214
Fields of Study	221
<i>Master of Arts in Liberal Studies</i>	221
<i>Master of Business Administration</i>	222
<i>Master of Health Administration</i>	225
<i>Master of Public Administration</i>	227
<i>Master of Science in Accountancy</i>	228
<i>Master of Science in Education</i>	229
<i>Transition to Teaching-Elementary</i>	231
<i>Transition to Teaching-Secondary</i>	233
<i>Master of Science in Industrial Management</i>	234
<i>Master of Science in Occupational Therapy</i>	236
<i>Master of Science in Nursing</i>	237
<i>Master of Social Work</i>	240
Other University Offices and Services	261
Office of Alumni and Volunteer Services	261
Career Counseling Center	261

Career Services and Placement	261
Center for Communal Studies	262
Office of Development	262
Evansville Center for Medical Education	263
Extended Services	263
Academic and Community Outreach Services	263
<i>Bachelor of General Studies Program</i>	263
<i>The College Achievement Program</i>	263
<i>Off-Campus Credit Courses</i>	263
<i>Continuing Education</i>	263
<i>Reserve Officers Training Corps</i>	263
<i>School, Family, and Children's Programs</i>	264
<i>Noncredit Programs and Conferences</i>	264
<i>English as a Second Language</i>	264
<i>Southern Indiana Japanese School</i>	264
<i>Children's Center/Summer Enrichment Camp</i>	264
Professional Development and Business Services	264
<i>The Organizational and Professional Development Group</i>	264
Regional Heritage Development	265
<i>Historic New Harmony</i>	265
<i>Historic Southern Indiana</i>	265
Food Service	265
Instructional Technology Services	265
<i>Audio-Visual Equipment</i>	265
<i>Faculty/Staff Training Lab and Testing Support</i>	265
<i>Instructional Design and Online Course Development</i>	266
<i>Blackboard Course Management Software</i>	266
<i>Distance Learning, Teleconferencing, and Related Services</i>	266
<i>Computer and Multimedia Presentation</i>	266
<i>Production Services</i>	266
<i>Videoconferencing Services</i>	266
<i>Video Rentals</i>	267
<i>Distance Education</i>	267
<i>Technology Training and Testing Services</i>	267
Library Services	267
Office of News and Information Services	268
Office of Printing Services	268
<i>Graphic Design</i>	269
<i>Printing and Bindery</i>	269
<i>Copy Center</i>	269
Safety and Security	269
Office of Special Events and Scheduling Services	269
<i>Special Events Office</i>	269
<i>Conference and Meeting Planning</i>	269
<i>University Center</i>	270
<i>Scheduling Services</i>	269
<i>Student Reservations Office</i>	270
<i>Central University Calendar</i>	270
Office of Veterans Affairs	270
Administration and Faculty	271
Student Rights and Responsibilities	284
Index	304

THE UNIVERSITY

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

The University serves about 10,000 students annually in credit programs and an equal number of students in non-credit and community service programs. There are over 19,000 degree recipients.

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

The University Mission

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Accreditation and Memberships

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

It also holds the following accreditations:

- AACSB - The Association to Advance Collegiate Schools of Business
- Accreditation Council for Occupational Therapy Education
- American Chemical Society
- American Medical Association Committee on Allied Health Education and Accreditation
- Association of Graduate and Liberal Studies Programs
- Commission on Collegiate Nursing Education
- Commission on Dental Accreditation; American Dental Association
- Committee on Accreditation for Respiratory Therapy
- Council on Social Work Education
- Indiana Professional Standards Board
- Indiana State Board of Nursing
- Joint Review Committee on Education in Radiologic Technology
- National Council for Accreditation of Teacher Education

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

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

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

University Board of Trustees

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

Trustees

Bruce H. Baker	Newburgh
Louise S. Bruce	Tell City
G. Patrick Hoehn	Floyds Knobs
J. David Huber	Cannelton
Walter J. Jermakowicz III '03	Evansville
Tina M. Kern-Raibley '86	Evansville
Thomas F. McKenna	Carmel
Harolyn G. Torain '71	Indianapolis
James L. Will, Sr.	Evansville

Officers of the University

H. Ray Hoops, *President*

Linda L. M. Bennett, *Provost and Vice President for Academic Affairs*

Cynthia S. Brinker, *Vice President for Governmental Relations*

Robert W. Parrent, *Vice President for Student Affairs*

Robert W. Ruble, *Vice President for Business Affairs and Treasurer*

Sherrienne M. Standley, *Vice President for Advancement*

Academic Programs

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

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

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

Public and Professional Services

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

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

University Facilities

Eleven major buildings, plus apartments and suite-style residence halls housing 2,900 students, are on the 300-acre campus, located west of downtown Evansville on State Highway 62. More than 1,000 adjoining acres are held in trust by a nonprofit foundation for future educational development.

The Administrative Services Annex (North and South), located west of the Technology Center, houses offices for Procurement and Distribution Services, Telephone Maintenance, the Regional Office of the Indiana Department of Commerce, and other administrative departments.

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

social work, classrooms for health services, a human performance laboratory, and a Student Health Center.

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

The Robert D. Orr Center is a classroom and office building housing many of the student services departments. The Office of Admission, Student Financial Assistance, Registrar, Counseling, Career Counseling, Career Services and Placement, Offices of Extended Services, Continuing Education, the Organizational and Professional Development group, and Historic Southern Indiana are located on the main floor. The School of Business and computer labs are located on the third floor, and the second floor is dedicated to classroom space. The Computer Center and Business Affairs offices, including the Cashier, are located on the lower level. Students may pay fees and cash checks at the cashier's window.

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

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

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

The Science Center is connected to the **Education Center** where classrooms, laboratories, and offices for the Bower-Suhreinrich School of Education and Human Services are located. The University Division offices are also located here. The **Couch-Renner Lecture Hall** is located in the Education Center, and a greenhouse is located on the floor above the lecture hall.

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

The University Center is located conveniently in the center of campus where students and faculty may convene for informal meetings, meals, study, social activities, recreation, open discussions, or formal campus occasions. The University Center provides space for student organization offices, conference rooms, lounge facilities, food services, and the University Bookstore. Offices for the Dean of Students, Conference and Meeting Planning (including the Student Reservations Office), International Student Services, Multicultural Center, Student Development, Student Publications, and Student Wellness are located here.

Carter Hall and the **University Conference Center** are located on the upper level of the University Center. Both are large multipurpose rooms that accommodate groups for seminars, workshops, meetings, luncheons, dinners, or dances. The **Renner, Couch, and NBD Bank** meeting rooms are located on the upper level. **The USI Theatre and Rehearsal Studio** are located three miles east of campus, off Barker Avenue at 3001 Igleheart Avenue. Classes in theatre are conducted and productions by students are staged at the theatre.

The David L. Rice Library offers many resources and services to support a student's academic career. The main level contains computers for accessing the online catalog and subject databases, separate computers for e-mail, and

a lab for instruction in the use of library resources. Also on the main level are the government document, microform, periodical, and reference collections, along with copiers and printers. The upper level is primarily devoted to the book collection and study space, while the lower level includes the Learning Resource Center and the University Archives and Special Collections.

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

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

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

ADMISSION

Undergraduate Admission Requirements and Procedures

Beginning Freshmen

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

Freshman admission classifications include:

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

Students remain on conditional status until they complete at least 24 hours at USI (quality hours, **GENS** hours, or a combination) with a 2.0 **GPA** and all **P** (passing) grades in **GENS** courses. At this point, students can declare a major. A conditionally admitted student may be allowed to declare a major before meeting all the above conditions, providing first semester grades demonstrate good academic progress in full-credit classes. In order to assure them full benefit of the academic advisement system, conditionally admitted students reg-

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

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

Out-of-State High School Graduates

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

Required Test

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

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

Transfer Students

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

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

Transfer Credit Policy

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

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

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

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

Credit for Associate and Occupational Degree Programs

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

Special Student

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

Notice of Admission

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

Step-by-Step Admission Procedure

The student desiring admission should proceed as follows:

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

GED Test Admission

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

Early Admission

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

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

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

Admission to the Nursing and Health Professions Programs

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

Admission of International Students

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

An international student should apply **well in advance** of the semester in which the student plans to enter. In order to receive consideration for admission the student must:

- complete the application for admission with application fee;
- send official results from the Test of English as a Foreign Language (TOEFL), APIEL, or IELTS exams. If English is the native language, in lieu of the TOEFL send official results of either the Scholastic Aptitude Test (SAT) or American College Test (ACT);
- send complete and attested copies of academic records (in English) from EACH high school (**with graduation date**), college, or university attended;
- complete statement of finances with supporting documentation in **U.S. dollars**;
- if transferring to USI from another U.S. school or university, submit an international student status form.

Advanced credit may be given for International Baccalaureate higher examinations, British GCE Advanced Levels, Advanced Placement examinations, or CLEP tests.

Intensive English

A full-time program in intensive English is available on the USI campus through ESLI International (www.esli-intl.com). Students who have been admitted to a degree program can begin their undergraduate studies upon successful completion of Level 3 of ESLI.

Study Abroad Opportunities

The University offers study abroad opportunities in 50 countries through the International Student Exchange Program (ISEP) and cooperative agreements with several other institutions, including the University of Evansville's Harlaxton College in England. With advance planning, it is possible for students in virtually any major to participate in an overseas program. Programs offer a variety of experiences, from specialized courses taught entirely in English to direct enrollment in the foreign university. Students receive USI credit for the coursework completed during the summer, semester, or academic year.

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

Servicemembers Opportunity College

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

Programs for Spouses and Retirees

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

Application Deadlines

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

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

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

Tentative Acceptance for Admission

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

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

Credit by Examination

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

Advanced Placement Program (AP)

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

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

Biology	English
Calculus	History
Chemistry	Psychology
Economics	

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

For assistance in making test arrangements, write to:

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

College Entrance Examination Board SAT II

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

College Level Examination Program (CLEP)

1. General Exams (90 minutes each) measure achievement in five basic areas of general education: English composition, humanities, mathematics, natural sciences, and social sciences. Credit for successful completion of the general examinations is granted for general education courses. **NOTE: A student who has earned 24 semester hours of college credit is not eligible to receive credit for general exams; however, may take subject exams for up to 94 hours of credit.** In addition, a student must take the mathematics general exam prior to the official mid-term date of the student's first college-level mathematics course.

2. Subject Examinations of CLEP

To supplement the general examinations of CLEP, the subject examinations cover specific academic areas. The subject examinations (90 minutes each) which are eligible for credit at the present time are:

American Government
American History II (1865-Present)
American History I (Beginning-1877)
Analysis and Interpretation of Literature
Biology, General
Business Law, Introductory
Calculus with Elementary Functions
Chemistry, General
College Algebra
Freshman College Composition
Macroeconomics, Introductory
Management, Introductory
Marketing, Introductory
Microeconomics, Introductory
Principles of Accounting
Psychology, General
Sociology, Introductory
Trigonometry
Western Civilization II (1648-Present)
Western Civilization I (Ancient-1648)

Registration for the CLEP examinations may be made through the Workforce Certification Center at Ivy Tech at 812/429-9852.

Departmental Examinations

There are several departmental exams through which students can be awarded credit, provided the student demonstrates a level of proficiency satisfactory to the department involved. In order to be eligible for a departmental exam, the student must be in good standing and regularly enrolled at the University as a degree candidate. A department may adopt either a standardized examination available to the department from outside the University or may develop the appropriate exam for the subject area. Departmental exams may be written, oral, or both. To earn foreign language credit by examination for high school course work, students must obtain a grade of B or better in the USI foreign language course into which they have been placed by an advisor. A fee of \$10 is required for processing. For further information about departmental examinations, contact the department involved.

Additional Policies Concerning Credit by Examination

1. Anyone may take examinations for credit; however, only a currently or previously enrolled student of USI may apply granted credit toward a degree.
2. A student may not establish credit for auditing purposes; similarly, the student may not take a course for credit if the student has established credit by examination for that course.
3. A student may not establish credit by examination for any course in which the student is currently enrolled.
4. The Credit by Examination program is designed expressly for the student who intends to earn a degree at USI. The decision on whether the exam credit is transferable remains with the institution to which the student may intend to transfer.
5. Upon successful completion of any examination, the student will be offered credit for the equivalent course(s). A letter grade will not be assigned; therefore, the credit will not affect the student's grade point average.
6. After credit is granted to a student through any one of the Credit by Examination programs, there is no additional charge to the student. Earned credit (if accepted by the student) is recorded automatically on the student's transcript.
7. A request for an exception to the current policy may be made to the department chair responsible for the discipline covered by the exam. Such a request will be reviewed by a committee consisting of the dean, the director of Admission, and the vice president for Academic Affairs.
8. A maximum of 94 semester hours earned by examination may apply toward a student's baccalaureate degree, and a maximum of 46 semester hours earned by examination may apply toward the student's associate degree. For detailed information concerning the Credit by Examination program, contact the department appropriate to the exam.

Placement Testing Program

Placement testing is a *year-round* service provided by Academic Skills to assess students' knowledge of math, reading, and English. First-time degree-seeking students are required to test, and some transfer students are required to complete all or part of the placement test based on the results of their transcript evaluation. Students are urged to take this process seriously since placement is **mandatory** in math and English. There is no cost for this service, but an appointment is required and can be made by calling Academic Skills at 812/464-1743. Placement testing appointments are available Monday-Friday, and a photo ID and Social Security number are required. Students with disabilities requesting special accommodations must be registered with the Counseling Center at least two weeks in advance of scheduling an appointment. Testing takes two-and-one-half to three hours and must be completed **prior** to participation in the Connections I program. Foreign language testing in French, German, and Spanish is optional for students who completed two or more years in high school and earned a B or better. Appointment times are limited and testing may take up to an additional one-and-one-half hours. Placement test results remain active for two years.

Orientation

All new students (freshman and transfer) will participate in new student orientation, both the advising and registration program and the welcome week program. Both programs are designed to assist new students in making the transition to the University. The advising and registration program focuses on introducing new students to the academic policies and support services at USI, facilitating the academic advising and registration process for their first semester, and preparing students for the first day on campus. During this program, new students will meet with a faculty member in the student's intended major to select courses. The fall welcome week program provides further orientation to programs and services offered by the institution; education on developing skills needed to succeed in college; and opportunities to

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

UNDERGRADUATE FINANCIAL ASSISTANCE

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

Application for Financial Assistance

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

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

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

E-mail: finaid@usi.edu
Web site: www.usi.edu/finaid/

New Freshmen

To be eligible for federal student aid, all new freshmen must submit an eighth-semester high school transcript or General Education Development (GED) certificate to the USI Admission Office.

Transfer Students

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

Name, Social Security Number, and Date of Birth

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

Enrollment Status/Credit Level

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

Undergraduate

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

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

Financial Responsibility

Students who do not receive a Financial Aid Notification letter prior to tuition billing must pay their tuition and fees by the due date in order to retain the classes for which they are pre-registered. The Bursar's

Office offers an installment payment plan that permits multiple payments during an extended time period. An additional processing fee is assessed.

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

General Eligibility Requirements for Federal Student Aid

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

A federal aid recipient must:

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

Federal Financial Aid Programs

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

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

Federal Supplemental Educational Opportunity Grant.

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

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

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

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

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

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

PLUS Loan. PLUS Loans to parents of dependent students are available as no-need financial aid. Interest is capped and varies annually. Repayment begins within 60

days of the second disbursement. For a full year loan, repayment will begin in early February. USI PLUS Loan Request Forms are available from the USI Student Financial Assistance Office.

State of Indiana Student Aid Eligibility

An eligible student must be:

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

State of Indiana Financial Aid Programs

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

Higher Education Award. HEAs are awarded on the basis of need and are restricted to payment of academic year tuition. Application is made on the FAFSA by releasing FAFSA data to an eligible Indiana institution such as USI. The preferred filing deadline is March 1 prior to the academic year for which the aid is being requested. Applicants are advised to secure a certificate of mailing as proof of meeting the March 1 deadline. Note: The FAFSA also can be filed online using FAFSA on the Web. Whether mailed or filed online, the FAFSA must be received by the processor on or before March 10 each year.

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

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

Vocational Rehabilitation Education Assistance.

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

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

University Scholarships, Grants, and Employment

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

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

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

- Certain minimum cumulative grade point average requirements also apply.

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

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

**For all other students receiving
Departmental Scholarship awards:**

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

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

Deans Scholarship. For selected Indiana scholars, the University provides awards that pay full in-state tuition (total of contingent fee, academic facilities fee, and student services fee at the Indiana resident rate) when combined with the Departmental Scholarship. For selected non-resident scholars, the University pays a maximum of

\$2,000 per academic year to be applied to tuition. These awards are coordinated with other tuition-specific aid (if applicable) to ensure that the total of such aid does not exceed actual tuition charges.

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

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

NOTE: Award recipients may utilize the Deans Scholarship for summer enrollment. No minimum enrollment status is required. Awards will be pro-rated for summer based on the percentage of tuition covered during the academic year.

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

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

The required minimum cumulative GPA is 2.5/4.0 up through 61 semester hours earned, 2.75 after earning 62 to 92 hours, and 3.0 thereafter. Students who fail to earn the required minimum cumulative GPA will be placed

on probation for one semester. Failure to comply with the cumulative GPA requirement after one probationary semester will result in cancellation of the Deans Scholarship and forfeiture of all future entitlement.

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

Baccalaureate/Doctor of Medicine Scholarship. For selected Indiana scholars, the University provides full in-state tuition (total of contingent fee, academic facilities fee, and student services fee at the Indiana resident rate). Initially matriculating freshmen who are provisionally accepted into the Indiana University Medical School through a competitive interview process receive a maximum of four years of tuition assistance when renewal criteria are met. Qualifications include a minimum 3.5 high school grade point average (4.0 scale) and either a minimum 1200 SAT or 27 ACT test score.

Distinguished Scholars Award. Initially matriculating non-resident freshmen meeting the following requirements will be considered for this award on a competitive basis. Candidates must earn a minimum SAT score of 1100, or an ACT score of 25, on one test and rank first or second in the high school graduating class at the end of the seventh semester. For selected scholars, the University provides awards that pay the difference between non-resident and Indiana resident tuition for a maximum of four years when renewal criteria are met.

Presidential Scholarship. Students ranked first or second in their senior class at the end of the fall semester at high schools commissioned by the Indiana State Department of Public Instruction who meet the following requirements are eligible to apply for the USI Presidential Scholarship. Applicants must have earned a combined score of 1100 or more on a single nationally-administered Scholastic Aptitude Test (SAT). (Note: An ACT composite test score of at least 25 earned under the same conditions is also acceptable.) The applicant must submit a USI Presidential Scholarship application, the USI application for admission, an official high school transcript, and SAT or ACT scores by January 15 of the student's senior year. In addition, applicants must submit the FAFSA by March 1. This USI Foundation

scholarship covers tuition and housing. It includes an allowance for food and books, and is valued at \$8,500 per academic year. Ten students are selected for these competitive scholarships each year.

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

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

Music Performance Scholarship. Music performance scholarships are available for members of USI Chamber Singers. Contact the director of USI Chamber Singers in the School of Liberal Arts at 812/464-1736 for audition information.

Theatre/Drama Scholarship. Individuals interested in assisting with the production of theatrical events may contact the director of theatre in the Department of Art, Music, and Theatre at 812/465-1130 for information concerning theatre/drama scholarships.

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

USI Non-Resident Grant. Fee waivers are automatically awarded to initially matriculating eligible students pursuing an undergraduate degree who are either permanent residents of, or transfer students from, certain Illinois or Kentucky counties. Freshman awards are limited to permanent residents of Alexander, Clay, Clinton, Crawford, Edwards, Franklin, Gallatin, Hamilton, Hardin, Jackson,

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

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

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

Applications are available in the Student Financial Assistance Office and must be certified by the Indiana Department of Veterans Affairs in Indianapolis. Student applicants must provide a copy of their birth certificate if the veteran's surname is different from their own.

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

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

semester hours of study through age 23. This benefit may be used for undergraduate or graduate study. Full-time enrollment is required. Contact your Student Financial Assistance counselor for more information.

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

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

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

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

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

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

USI Foundation Scholarships

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

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

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

Charles H. and Margaret A. Braun Scholarship. No residency requirement; must be entering freshman with a minimum high school cumulative grade point average of 3.0 on a 4.0 scale; high school class rank in top 50 percent; SAT minimum of 1000 or ACT minimum of 22; preference is given to children of Industrial Contractors and affiliates' employees; secondary preference is given to graduates of Reitz Memorial and Mater Dei high schools; value \$500 per year.

Sol and Arlene Bronstein Art Scholarship. No residency requirement; must be entering freshman with a major in art; selection by art department using student's portfolio; value \$1,000 per year.

Hubert R. and Louise S. Bruce Scholarship. Indiana residency required; must be entering freshman; graduate of a Perry County high school admitted to USI in good standing; must demonstrate financial need by filing the FAFSA by March 1; value \$1,000 per year.

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

Robert W. Carithers Scholarship for Arts and Humanities. No residency requirement; must be entering freshman with a major in art, theatre, history, philosophy, English, or foreign language; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; must demonstrate financial need by filing the FAFSA; selection by Liberal Arts faculty using student's work and/or performance; value \$2,000 per year.

Frances H. and Guy Q. Cornell Sr. Memorial Scholarship. Indiana residency required; must be Warrick County resident; commendable high school cumulative grade point average; preference to students who are active in swimming, minor sports, dance team, cheerleading, or choir (in that order); must demonstrate financial need by filing the FAFSA; value \$1,000 per year.

Barbara Corrigan Memorial Scholarship. Indiana residency is required; a major in business or science is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$500 per academic year.

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

Rolland M. Eckels Scholarship. Indiana residency required; must be entering African-American freshman; graduate of a high school in Vanderburgh, Gibson, Posey, or Warrick counties; admitted to USI in good standing; must demonstrate leadership through a record of involvement in school and community activities; must demonstrate financial need by filing the FAFSA by March 1; value \$500 per year.

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

E. Donald and Mary Jane Elliott Scholarship. No residency requirement; must be entering freshman; minimum high school cumulative grade point average of 2.5 on a 4.0 scale; must demonstrate financial need by filing the FAFSA by March 1; value \$350 per year.

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

Paul Grimes Memorial Scholarship. Indiana residency is required; a major in engineering or science is required; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$500 per academic year.

Elmo Holder Memorial Scholarship. Indiana residency is required; no specific major is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$400 per academic year.

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

Roy G. Long Memorial Scholarship. Indiana residency required; must be entering freshman; graduate of Bosse High School; math or math teaching major required; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; high school class rank in top 25 percent; SAT minimum of 1100 or ACT minimum of 24; value \$500 per year.

John E. McCutchan Memorial Scholarship. Indiana residency is required; a major in business is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$500 per academic year.

Frank F. McDonald Scholarship. Indiana residency is required; no specific major is required; minimum high school cumulative grade point average of 3.5 on a 4.0

scale; must be able to demonstrate record of community and extracurricular involvement; value \$500 per academic year.

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

Richard E. Meier Memorial Scholarship. Indiana residency is required; a major in business is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$500 per academic year.

Midwest Ironworkers Advancement Program Scholarship. No residency requirement; must be entering freshman with a minimum high school cumulative grade point average of 2.0 on a 4.0 scale; preference to majors related to construction industry; preference is given to children of ironworker families; value \$1,250 per year.

Lucile A. Moutoux Scholarship. Indiana residency required; must be entering freshman; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; high school class rank in top 25 percent; SAT minimum of 1000 or ACT minimum of 22; must demonstrate financial need by filing the FAFSA by March 1; value \$500 per year.

William J. and Alda E. Moutoux Scholarship. Indiana residency required; must be entering freshman; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; high school class rank in top 25 percent; SAT minimum of 1000 or ACT minimum of 22; must demonstrate financial need by filing the FAFSA by March 1; value \$500 per year.

Char-Ron Newman Scholarship. Tri-State residency required; must be entering freshman with a minimum high school cumulative grade point average of 3.0 on a 4.0 scale; high school class rank in top 50 percent; SAT minimum of 1000 or ACT minimum of 22; preference is given to children of Old National Bank non-supervisory employees; must demonstrate financial need by filing the FAFSA by March 1; value \$750 per year.

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

Palladino Family Scholarship. Indiana residency required; must be entering freshman; graduate of F. J. Reitz High School; evidence of involvement in Reitz instrumental music program in the senior year with preference to students involved for four years; value \$1,000 for freshman year; non-renewable.

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

Pott Engineering Scholarship. Indiana residency is preferred but not required; a major in engineering is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; 1200 SAT or 27 ACT composite or higher; transfer students also must have a minimum 3.0 on a 4.0 scale college grade point average; value \$1,500 per academic year.

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

Dr. Z. Olen and Inez G. Pumphrey Foundation Scholarship. Indiana residency required; must be entering freshman; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; high school class rank in top 10 percent; SAT minimum of 1100 or ACT minimum of 24; value \$1,000 per year.

Alan C. Rankin Distinguished Leadership Award. Indiana residency is required; no specific major is required; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$500 per academic year.

Aline Nunn Renner Scholarship. Tri-State (Evansville area) residency required; must be entering freshman with major in business; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; high school class rank in top 15 percent required; value \$1,000 per year.

Betty Fordice Rice Scholarship. Indiana residency required; must be entering freshman; preference to graduates of a high schools in Parke, Putnam, and Montgomery counties; minimum high school cumulative grade point average of 3.0 on a 4.0 scale; must demonstrate interest and involvement in school, church, or community activities; must demonstrate financial need by filing the FAFSA by March 1; value \$500 per year.

David L. Rice Deans Scholarship. For selected Indiana scholars, this award pays full in-state tuition (total of contingent fee, academic facilities fee, and student services fee at the Indiana resident rate) when combined with the Departmental Scholarship. For selected non-resident scholars, this award pays a maximum of \$2,000 per academic year to be applied to tuition. This award is coordinated with other tuition-specific aid (if applicable) to ensure that total of such aid does not exceed actual tuition charges.

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

Women's Rotary Club Scholarship. No residency requirement; must be entering female freshman; commendable high school cumulative grade point average; high school rank in top 50 percent of class; must demonstrate financial need by filing the FAFSA; value \$1,000 per year.

Bob and Mary Lou Russler Scholarship. Indiana residency required; must be entering freshman; preference to graduate of Mater Dei High School; high school rank in top 15 percent of class; must demonstrate interest and involvement in school, church, and community activities; must demonstrate financial need by filing the FAFSA by March 1; value \$800 per year.

Georgiana T. Schoeny Endowed Scholarship. Indiana residency required; must be entering freshman; first preference to residents of Hillcrest Home; second preference to students with difficult family circumstances such as abandonment; minimum high school cumulative grade point average of 2.5 on a 4.0 scale; must demonstrate financial need by filing the FAFSA by March 1; value \$1,000 per year.

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

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

Wallace C. and Kathleen Wardner Memorial Scholarship. Indiana residency is required; a major in social science, education, or human services is required; minimum high school cumulative grade point average of 3.5 on a 4.0 scale; must be able to demonstrate record of community and extracurricular involvement; value \$600 per academic year.

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

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

Reasonable Academic Progress Policy

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

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

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

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

Cumulative Grade Point Average. Financial aid recipients are required to maintain a minimum cumulative grade point average as they progress toward achievement of their degree or certificate. The cumulative GPA is calculated on the basis of all credits attempted at USI in which a letter grade of A through F is earned. These are called "quality hours attempted." To determine academic good standing, transfer credits accepted by USI are added to quality hours attempted.

Quality Attempted Hours (plus transfer hours)	1	32-62	63+
Required Cumulative GPA	1.60	1.80	2.00

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

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

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

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

Required Minimum Completion Rate. Note that financial assistance attempted hours are first-day hours used in determining the student's enrollment status for financial assistance (scholarships, grants, loans, and work study awards). First-day hours are used for all terms even if the student did not receive financial assistance in a particular term. At the end of the spring term any student who has received financial assistance in the prior year (summer, fall, and spring) will be evaluated according to one of the following completion rate tests:

a) Less than 24 total hours attempted in summer, fall, and spring combined. Total financial assistance attempted hours (summer, fall, and spring) multiplied by 66 percent equals required minimum number of earned hours for the 12-month period.

- b) 24 to 27 total hours attempted in summer, fall, and spring combined. Required minimum is 21 earned hours for the 12-month period.
- c) 28 to 31 total hours attempted in summer, fall, and spring combined. Required minimum is 24 earned hours for the 12-month period.
- d) 32 or more total hours attempted in summer, fall, and spring combined. Required minimum is 27 earned hours for the 12-month period.

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

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

Maximum Time Frame for Completion of Degree or Certificate Requirements. Indiana State grant programs are limited to four years or eight semesters of full-time enrollment. Federal grant, loan, and work study programs are limited to six years or 12 semesters of full-time enrollment, the equivalent part-time enrollment, or any equivalent combination of part-time and full-time enrollment for students pursuing the first baccalaureate degree. Students enrolled in associate degree and certificate programs are limited to 150 percent of the standard program length for financial assistance purposes. All prior enrollment periods are considered including those in which students did not receive federal or state financial assistance. To ensure compliance with the above limitations, students enrolled in their first baccalaureate program are limited to 155 earned credits. Associate degree students are limited to 83 earned credits. Exceptions for associate degree programs include: Dental Assisting - 96 hours; Dental Hygiene - 114 hours; Respiratory Therapy - 94 hours; Radiologic Technology - 106 hours; Occupational Therapy Assistant - 111; and Nursing - 121 hours. Students enrolled in the Dental Assisting Certificate program are limited to 55 earned credits. Students working on their second undergraduate degree/certificate or teacher certification are limited to 178 earned hours including all previously earned credit hours. Students who reach the maximum earned hour limit for their particular degree or certificate may request a determination of the number of terms of full-time equivalent attendance. If the maximum term limit has not been

reached, the student will be permitted to continue receiving financial assistance until the term limit is reached.

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

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

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

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

If student's failure to maintain reasonable academic progress is a result of illness, family circumstances, or other conditions beyond student's control, student may

appeal to the Financial Assistance Appeals Committee for a waiver of this policy. For proper handling, all such appeals must be submitted within 60 days after receiving notice of financial aid ineligibility and documentation by a third party (e.g. doctor, counselor, or attorney) will be required when applicable. Appeals should be sent to the following address:

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

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

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

Institutional Refund Policy for Financial Aid Recipients

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

The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and at USI includes the following programs: unsubsidized FFEL Stafford loans, subsidized FFEL Stafford loans, FFEL PLUS loans, Federal Pell Grants, and Federal (SEOG) Supplemental Educational Opportunity Grants.

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

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

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

Refunds and the Return of Federal Funds.

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

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

- Title IV federal aid is earned in a prorated manner on a **per diem** basis based on the semester calendar up to the 60 percent point in the semester or summer enrollment period as a whole. Title IV federal aid is viewed as 100 percent earned after that point in time. A copy of the worksheet used for this calculation can be requested from the Office of Student Financial Assistance located on the first floor in the Orr Center.
- Students withdrawing before the first official day of classes for a given term will receive a 100 percent refund minus the housing deposit.
- Refunds and adjusted bills will be sent to the student’s permanent address following withdrawal. Note: If the bill is not paid in full at the time of withdrawal, fees may still be owed to USI after all refunds are applied.
- There are no refunds for incomplete independent study or distance education courses.
- Room and board charges will be adjusted for students enrolled in **approved** academic off-campus activities such as study abroad, internships, co-op placement, and field placement.

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

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

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

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

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

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

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

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

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

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

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

Appeals. If a student believes that individual circumstances warrant that charges or refund should be determined in a manner other than the published policy, the student may contact the Bursar's Office, located in the lower level of the Orr Center. Copies of the institutional refund policy are available in the Bursar's Office. Decisions made under this policy may be appealed to the University's Administrative Appeals Committee.

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

FEES AND EXPENSES

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

During 2002-2003, Indiana residents who are undergraduate students pay a combined contingent, student services, and academic facilities fee of \$113 per semester hour. In-state graduate students pay a total of \$166.25 per semester hour.

The combined contingent and academic facilities fees are used to help meet the cost of instruction, construction and maintenance of buildings, and library and laboratory resources. The student services fee provides student programs and other selected personal and cultural development activities.

Non-Resident Fees

Undergraduate students who are not residents of the State of Indiana must pay an additional non-resident fee of \$163.25 per semester hour. Non-resident graduate students pay an additional \$167 per semester hour.

Schedule of Instructional Fees

(Effective Fall Semester 2002)

Per Semester Credit Hour

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

Undergraduate	Indiana Resident	Non-Resident
Contingent Fee	\$84.00	\$84.00
Student Services Fee	11.00	11.00
Instructional Facilities Fee	18.00	18.00
Non-Resident Fee	<u>0.00</u>	<u>163.25</u>
Total Instructional Fees	\$113.00	\$276.25
Graduate		
Contingent Fee	\$137.25	\$137.25
Student Services Fee	11.00	11.00
Instructional Facilities Fee	18.00	18.00
Non-Resident Fee	<u>0.00</u>	<u>167.00</u>
Total Instructional Fees	\$166.25	\$333.25

Special Fees

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Refund Policy

Fall and spring semesters: Students who drop one or more courses during the first week of a semester will receive a 90 percent refund of fees; during the second week of a semester, an 80 percent refund; during the third week of a semester a 70 percent refund; and during the fourth week of a semester a 60 percent refund. No refund will

be made for courses dropped thereafter. This policy is applicable to both class schedule changes and withdrawals from the University.

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

Payment

Registered students must remit payment or enter into the University's payment plan by the due date on the billing statement. Fees may be paid by using MasterCard, VISA, Discover card, cash, personal check, or money order.

Increases

The fee rates cited here are for the 2002-03 academic year. The Board of Trustees sets fee rates annually, and fee rates for 2003-04 and beyond are expected to increase.

Total Semester Fees for a Typical* Student (full-time, Indiana resident, undergraduate) 2002-03

	12 Credit Hours <u>Per Semester</u>	15 Credit Hours <u>Per Semester</u>
Instructional Fees	\$1,356	\$1,695
Technology Fee	60	75
University Services Fee	30	30
Transportation and Parking Fee	25	25
Student Activity Fee	<u>15</u>	<u>15</u>
Total	\$1,486	\$1,840

*While these charges are typical, some students will pay additional course specific laboratory and special course fees as described on the previous pages.

UNDERGRADUATE ACADEMIC INFORMATION AND POLICIES

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

Academic Year

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

Class Load

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

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

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

Student Overload

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

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

Course Numbers

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

Class Attendance

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

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

Administrative Withdrawal for Non-Attendance

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

General Student Policies

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

Classification

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

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

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

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

Grading System

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

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

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

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

An incomplete grade (IN) may be given only at the end of a term to a student whose work is passing, but who has left unfinished a small amount of work (for example, a final examination, a paper, or a term project) which may be completed **without further class attendance**. The instructor should file with the Office of the

Registrar an Incomplete Grade Form describing the work to be completed and indicating a tentative final grade (A through F, P-NP, S-U) to be assigned if the work is not completed.

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

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

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

Grade Point Average (GPA)

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

Suppose that a student has earned the following grades:

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

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

A minimum cumulative GPA of 2.0 is required for graduation.

Transcripts (academic)

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

How to view an unofficial transcript

Students may view their unofficial transcript online via Campus Pipeline.

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

How to request an official transcript

Students may request an official academic transcript by:

- 1) visiting www.usi.edu/reg - requires electronic signature (the student's USI Security Code Number/PIN);
- 2) completing a Transcript Request form and returning it to the Office of the Registrar; or
- 3) mailing or faxing a letter including current name, name(s) while attending USI (if different from current name), Social Security number, address to send transcript, return address (in case of questions/problems with request), and the student's signature.

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

The University can release only official USI transcripts. Transcripts from other universities or high schools attended must be requested directly from those institutions.

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

Enrollment Certification

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

How to Request an Enrollment Certification

Students request a certification by:

- 1) visiting www.usi.edu/reg (requires electronic signature - USI Security Code Number/PIN);
- 2) completing the Enrollment Certification form and returning it to the Office of the Registrar; or
- 3) mailing or faxing a letter including name(s) while attending USI (if different than current name), Social Security number, address to send Enrollment Certification, return address (in case of questions/problems with request), and the student's signature. Enrollment Certifications are mailed or may be picked up the next business day following receipt of the request.

Readmission Procedures

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

Fresh Start Program

The Fresh Start program is designed to benefit former USI undergraduate students who are returning to the University after an extended absence and whose previous academic record was unsatisfactory (student was dismissed).

Eligibility

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

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

Program Provisions

Fresh Start acceptance subjects a student to the following provisions:

- University of Southern Indiana grades received and courses taken prior to application to the Fresh Start program will be excluded from cumulative grade point calculation.
- USI credits from course work with a grade of C or above earned prior to application to the Fresh Start program will be maintained as earned hours. All other credits will be forfeited.
- Grades from all course work taken at USI (before and after Fresh Start) will be used in calculating eligibility for membership in honor societies and for calculating commencement and graduation honors.
- Students accepted to the Fresh Start program are subject to the academic requirements and regulations in effect at the time of their readmission. The Fresh Start student must re-declare a major and complete all current academic requirements.
- Students must complete a minimum of 30 semester hours at USI for graduation, required for their degree program, after being accepted to the Fresh Start program.

The Fresh Start program status will be recorded on the student's academic record.

Standards of Progress

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

Academic Progress

Beginning with the spring 2003 early registration period, any undergraduate degree-seeking student with a cumulative USI grade point average less than 2.0 will have a registration hold placed on his/her record. A student receiving this registration hold must consult with an academic advisor to formulate a plan for improving academic performance prior to registering for the following semester.

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

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

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

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

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

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

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

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

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

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

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

Academic Grievance

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

Class Schedules

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

The Schedule of Classes is available at the Office of the Registrar and online at www.usi.edu/schedules.asp prior to each semester or summer session.

Academic Advisement

Faculty Academic Advising. Until a student chooses a major, he/she is assigned to a University Division advisor, a faculty member who will help him/her choose a major, usually during the first four semesters. When a

student has chosen an area of specialization, the student is referred to a faculty member who serves as the academic advisor for the student. Data including the student's personal biography, high school rank, and rating on achievement examinations is supplied to the advisor. The advisor assists the student in planning the use of time in acquiring good study methods, in referring the student to special services on campus as need arises, and in serving as a personal counselor to the student. The advisor, in cooperation with various University agencies, assists the student in selecting successive programs of study. At such times as counseling sessions are needed, the academic advisor will confer with the student regarding progress in relationship to personal levels of learning and to the academic standards of the University.

Degree Audit Reporting System (DARS). DARS was developed to assist in the advising function. A degree audit outlines a student's specific degree requirements and tracks his/her progress toward the fulfillment of those requirements. Both USI and transfer credits are included, and the audit indicates whether categories are satisfied or unsatisfied. Unsatisfied categories list the acceptable courses from which to select. Audits are routinely refreshed to reflect record changes (drops/adds, change of major, early registration, etc.). Students can view their audit any time of the year via Campus Pipeline. Academic advisors also can access their advisee's degree audit and can recommend the most appropriate courses.

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

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

Schedule Changes

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

Schedule Changes-Academic Year

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

- a.) After early registration and through the published bill due date, a student may add or drop courses in person at the Office of the Registrar by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Students also may add or drop courses online via Campus Pipeline. Refer to the Schedule of Classes for processing information.
- b.) A student who completes the early registration and fee payment process will have an additional opportunity to make schedule changes. Refer to the Schedule of Classes for available dates. Only the student's signature is required.

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

- a.) A student may add or drop *full term* courses online via Campus Pipeline. Each time a schedule revision to **add** a class is initiated, a \$15 fee is charged*. Refer to the Schedule of Classes for processing information.
- b.) A student may add or drop courses in person at the Office of the Registrar by submitting a Schedule Adjustment form. Only the student's signature is required. Each time a Schedule Adjustment form to **add** a class is initiated, a \$15 fee is charged*.

3. Beginning the second week of the term, through the end of the week before final exams (80 percent credit or less*):

Online schedule changes via Campus Pipeline are not available beyond the first week of the term. A student may add or drop courses in person by submitting a Change of Class Schedule form to the Office of the Registrar. The form requires

the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. **NOTE:** Only in exceptional circumstances will students be allowed to add a course after the first week of the term. Each time a Change of Class Schedule form to **add** a class is initiated, a \$15 fee is charged*.

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

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

Schedule Changes-Summer Sessions

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

After early registration and through the published bill due date, a student may add or drop courses in person at the Office of the Registrar by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Students may also add or drop courses online via Campus Pipeline. Refer to the Schedule of Classes for processing information.

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

- a.) A student may add or drop *full term* courses online via Campus Pipeline. Each time a schedule revision to **add** a class is initiated, a \$15 fee is charged*. Refer to the Schedule of Classes for processing information.
- b.) A student may add or drop courses in person at the Office of the Registrar by submitting a Schedule Adjustment form. Only the student's signature is required. Each time a Schedule Adjustment form to **add** a class is initiated, a \$15 fee is charged*.

-
- 3. Beginning the third day of the term, through the last day of class before the final exam (80 percent credit or less*):** Online schedule changes via Campus Pipeline are not available beyond the first two days of the term. A student may add or drop courses in person by submitting a Change of Class Schedule form to the Office of the Registrar. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. **NOTE:** Only in exceptional circumstances will students be allowed to add a course after the first two days of the term. Each time a Change of Class Schedule form to **add** a class is initiated, a \$15 fee is charged*.

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

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

Withdrawal from the Semester/Term

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

Withdrawal from the Semester/Term-Academic Year

- 1. Prior to the start of the term (100 percent credit):** After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a Change to Early Registration Schedule form. Only the student's signature is

required. Until the form is processed by the Office of the Registrar, the student is still registered in the courses. Students also may withdraw online via Campus Pipeline. Refer to the Schedule of Classes for processing information.

- 2. Beginning the first day of the term, through the end of the week before final exams (90 percent credit or less*):** Students may withdraw from the term using a Withdrawal From All Classes form. Only the student's signature is required. The completed form must be returned to the Office of the Registrar for processing. Until all steps in the procedure have been completed, a student is still enrolled in the courses. During the first week of the term only, students may also withdraw online via Campus Pipeline. Online withdrawals are not available beyond the first week of the term. Refer to the Schedule of Classes for processing information.

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

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

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

Withdrawal from the Semester/Term-Summer Sessions

- 1. Prior to the start of the term (100 percent credit):**
After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Until the form is processed by the Office of the Registrar, the student is still registered in the courses. Students also may withdraw online via Campus Pipeline. Refer to the Schedule of Classes for processing information.
- 2. Beginning the first day of the term, through the last day of classes before the final exam (90 percent credit or less*):** Students may withdraw from the term using a Withdrawal From All Classes form. Only the student's signature is required. The completed form must be returned to the Office of the Registrar for processing. Until all steps in the procedure have been completed, a student is still enrolled in the courses. During the first two days of the term only, students also may withdraw online via Campus Pipeline. Online withdrawals are not available beyond the first two days of the term. Refer to the Schedule of Classes for processing information.

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

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

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

Course Repeat Policy

Any undergraduate course taken at the University may be repeated only once for possible grade point average (GPA) improvement. The second grade earned at USI will become the grade for the course (even if it is lower) and be used for GPA computation. The first grade received will remain on the transcript but will not be used for GPA computation.

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

Student Records

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

Pass/No Pass Option

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

Limitations

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

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

Procedures

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

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

Change of Academic Program (Major/Minor)

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

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

Final Exam Schedule

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

Grade Report

At the end of each semester and summer session for which a student is enrolled, an online grade report is made available via Campus Pipeline. The online grade report is a record of courses enrolled, letter grades earned, semester grade point average, and cumulative grade point average. Information concerning the student's enrollment status for the subsequent term also is indicated.

The Honors List

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

Audit Students

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

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

Student Assessment

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

Current Status of Student Right-to-Know Act

The University of Southern Indiana is required by the federal government to make available to current and prospective students reports containing the completion or graduation rate and, separately, the transfer-out rate (for the transfers-out that are known to the institution) for full-time, first-time, degree- or certificate-seeking undergraduates. The first report, containing information for students who entered the institution in the 2002-03 academic year, must be available by January 1, 2009, for institutions. Students are counted as graduates or as transfers-out if they completed or graduated or if they transferred-out within 150 percent of the normal time for completion or graduation from their programs by August 22, 2008.

Graduation

Undergraduate degrees offered

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

Bachelor of Arts or Associate of Arts Foreign Language Requirement

Foreign language is a requirement for the Bachelor of Arts degree. The foreign language requirement recognizes the desirability of attaining basic mastery of a language other than one's own. A student must complete 12 hours of col-

lege-level foreign language study, or the equivalent.

Equivalency must include proficiency through the appropriate 200-level course in a single foreign language. A student may demonstrate a level of proficiency in a language by taking a college placement examination which may partially fulfill the foreign language requirements for the Bachelor of Arts degree.

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

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

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

- A student must have a minimum of 124 semester hours of credit for a baccalaureate degree. Some curricula or combination of fields require more. If all specified requirements are completed with fewer than 124 semester hours, a student must elect sufficient work to total at least 124 hours.
- A student must have a minimum of 64 semester hours of credit for an associate degree. Some curricula or combination of fields requires more. If all specified requirements are completed with fewer than 64 semester hours, a student must elect sufficient work to total at least 64 hours.
- All students who began seeking a degree in the 1996 fall semester or after must complete a minimum of 39 semester hours at the 300 level or above to complete a baccalaureate degree.
- A student must complete the minimum University Core Curriculum program. Specific requirements for the University Core Curriculum component of each degree program are noted in the sections of this bulletin describing each of the academic programs.
- A student must have a 2.0 minimum grade point average on all University courses counted for graduation requirements. Some curricula, such as teacher education programs, require a higher grade point average.

- Incomplete grades should be removed at least six weeks before the term of graduation if the courses are to be counted toward graduation requirements.
- Course requirements for graduation in the student's degree program(s) may be those in effect at the time of matriculation into the program or at graduation, but not a combination of both. NOTE: students who re-enter the University after an absence of one calendar year or more must follow the program requirements in effect at the time of their readmission.
- A student must earn a minimum of 30 semester hours of credit toward a baccalaureate, and 18 semester hours of credit toward an associate degree from the University.
- The last five semester hours immediately preceding graduation must be completed in residence.

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

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

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

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

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

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

Associate and Master degree candidates are not eligible for honors.

Second Baccalaureate Degree

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

Office of Veteran Affairs

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

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

STUDENT LIFE

Emphasis at the University is on learning, including the learning which continues beyond the classroom and laboratory. A wide variety of organizations and activities, plus numerous cultural opportunities, contribute to the total education of a student. More than 80 student organizations provide co-curricular and extra-curricular activities and represent a wide range of interests, including academic/professional organizations, programming, political, religious, multicultural, special interest, service, Greek letter organizations (sororities and fraternities), honor societies, student government, and music and drama groups.

Counseling Center

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

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

Dining Facilities

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

Disability Support

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

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

To facilitate the availability of staff and funds, students must register for disability support in the Counseling Center, Orr Center Room 1022, at least 60 days prior to date needed, and must provide professional documentation of need. TTY/TTD 812/465-7072.

Evening Student Services

To accommodate evening students, the offices of Admission, Student Development Programs, Student Financial Assistance, Registrar, Career Services and Placement, and the Evening Student Assistance Center in University Division offer evening hours when classes are in session during fall and spring semesters. Contact the individual office for hours of operation. Academic advisors also are available until 6 p.m. Monday through Thursday, when classes are in session. They may be contacted at the University Division Office in the Orr Center. Students who need to see specific faculty or staff members during evening hours should make appointments to do so.

International Programs and Services

The primary mission of the Office of International Programs and Services is to enhance the international dimensions of the University and to facilitate opportunities for all students to acquire skills necessary to succeed in a global society. The IPS Office is responsible for

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

Intramural Recreational Sports Program

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

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

Recreation and Fitness Center

The USI Recreation and Fitness Center is available to all currently-enrolled students and full- and part-time employees. The Recreation and Fitness Center offers a variety of programs to meet student and employee needs through fitness consultations, facility orientations, group exercise classes, various health screenings and seminars, incentive programs, and other activities leading to a healthy lifestyle. For hours of operation or more information call 812/461-5268.

Religious Life

Religious Life offers a variety of services for students, faculty, and staff. Individual advising and guidance, religious direction, and worship opportunities are offered throughout the year. The Religious Life staff serves as a resource for information and offers opportunities for

commuter and residential students to be actively involved in the life of the University community. There are many student religious groups on campus, and students are encouraged to join a group that can assist them in their personal growth. In addition, the staff assists in connecting students with local faith communities while they are away from their home faith families. Contact Religious Life by phone at 812/464-1871 or 812/465-7095, by e-mail at choehn@usi.edu, or visit the Religious Life Web site at www.usi.edu/ministry/index.asp. Religious Life is located at 8115A O'Daniel Lane.

Residence Life

The Department of Residence Life is proud to house approximately 3,000 students who live, study, and work in this dynamic community. Residence Life is committed to supporting and enhancing the educational mission of USI by providing programs, services, staffing, and facilities that support academic success. Students live in quality facilities, including one- and two-bedroom furnished apartments with full-size kitchens, as well as two-bedroom, two-bath residence hall suites. Apartments for students 21 years of age or older, married students, and single-parent families are available at the Golden Tower Apartments located approximately four miles east of the main campus.

Residence Life facilities also provide several amenities, including full-size kitchens or kitchenettes, basic expanded cable service, local phone service, computer labs, fully-furnished apartments and suites, shuttle service, air conditioning, laundry facilities, a convenience store, all utilities, Internet access, on-site security, and on-site staff supervision.

Contact the Residence Life Office via telephone at 812/468-2000 for details, via e-mail at living@usi.edu, or visit the Residence Life Web site at www.usi.edu/res.

Student Development Programs

(O'Daniel Leadership Academy and related programs, Panhellenic Council, IFC, IGPB, APB)

The Student Development Programs Office fosters an active and comprehensive campus life experience through the coordination and advisement of over 80 student organizations in the areas of program planning and organizational development. They assist students in getting involved in campus events and organizations and provide support and guidance to the Greek governing organizations, individual Greek chapters, and affiliated

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

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

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

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

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

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

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

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

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

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

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

Student Health Center

The USI Student Health Center, in cooperation with Deaconess Hospital, serves the USI student population. Health care services are available on a per-visit charge, which can be patient due or billed to insurance. The Office Visit Plan also is available. For an enrollment fee each semester, students are entitled to unlimited office visits. Services include, but are not limited to, acute care, minor care, immunizations, injections (including flu and allergy shots), prescriptions, laboratory testing, contraception counseling and referral, and STD diagnosis and treatment. Students may enroll in the plan at any time during the academic year. For enrollment information, contact the Student Health Center at 812/465-1250. Students who voluntarily enroll in the Office Visit Plan are automatically re-enrolled and billed each semester they are continuously enrolled at USI.

Students who live in University housing are automatically enrolled in the plan. The enrollment fee is included in the bill for tuition and fees each semester the student is continually enrolled at USI.

Students who have voluntarily enrolled in the OVP may request to be removed from the plan by submitting a request in writing to the Student Health Center by the end of the fourth week of fall or spring semester classes. Deadline dates for requests to drop the Office Visit Plan can be found online at www.usi.edu/stl/health/ovp.asp.

Student Publications provide opportunities for students who wish to become involved in some phase of campus publications as writers, designers, photographers, and sales staff. The student newspaper, *The Shield*, is published weekly. Interested students are encouraged to contribute to the success of *The Shield*. Students from all disciplines are welcome.

Student Wellness

The Student Wellness Office offers a variety of programs and services in an effort to inform, support, and train the student body on issues related to health and wellness, promoting a framework for informed decisions related to disease prevention, quality of life, and lifestyles. Student Wellness information racks and pamphlets on health-related topics are conveniently located on campus. The racks have slots for suggestions and questions. The office oversees Archibald Eagle's Food Closet, an emergency food supply for USI students. The food closet is located in the lower level of the University Center and can be accessed by calling 812/464-1862. The Wellness Office is located in the O'Daniel South Apartment Complex (Wright Building Apartment 8117A). The telephone number is 812/464-1807.

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

STUDENT POLICIES

Family Educational Rights and Privacy Act

Notice of student rights

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

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

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

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

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

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

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

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

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

Directory Information

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

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

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

General Behavior of Students

Students are expected to be familiar with the University's policies and procedures. The University is

committed to establishing whatever policies are necessary to carry out its educational mission and processes. The University reserves the right to take disciplinary action with any student who violates the regulations of the University or the public laws. Procedures establishing due process disciplinary action have been established and are in effect. These procedures are outlined in the University of Southern Indiana Student Rights and Responsibilities published in this bulletin.

Falsification or Misuse of Records

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

Plagiarism

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

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

Policy on Alcoholic Beverages and Illegal Drugs

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

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

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

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

Explosives, Weapons, and Fireworks

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

Policy on Sales and Solicitations

No canvassing, peddling, soliciting, distributing, or posting of any written or printed material by non-University individuals or organizations is permitted on the grounds or in the buildings of the University without the written permission of the president. Such solicitations that are prohibited include the use of electronic mail and Web page solicitations. Any activity in violation of this policy should be reported to the Office of the President.

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

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

Sales and solicitations are permitted by officially-registered campus organizations only if they are for the general benefit of the University and/or the community and have received authorization of the president or a designate. Application for approval for sales and solicitations events (including athletic events and events held in residence life areas) may be initiated with the Student Scheduler. Generally, sales and solicitations are limited to three days in a 30-day period and not more than twice a semester. Authorization to sell on campus does not constitute an endorsement by the University of either the product sold or the service rendered. The University of Southern Indiana and the USI Foundation do not recognize fund-raising efforts using games of chance, such as raffles, door prizes, half-pots, or bingos as methods for raising charitable funds. Neither the University nor the USI Foundation is a qualified organization licensed by the Indiana Department of Revenue, Charity Gaming Division, to conduct such activities. Student groups and University support groups are encouraged to solicit funds in other ways. For information, contact the director of Development.

Sales and soliciting groups or individuals are expected to adhere to the following regulations:

- The use of sound equipment (tv, stereo, amplifiers, public address system) is restricted; permission to use such must be obtained from Scheduling Services.
- Groups must display a printed sign no smaller than 18" x 24" signifying the name of the organization hosting the sale or solicitation.

- For-profit entities must have a retail sales permit available at the scheduled activity.
- A currently enrolled student representing the sponsoring group or organization must be present at all times.
- Groups or individuals must have written confirmation for the scheduled event available at the scheduled event.

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

Failure to comply with the above policy will result in referral to the appropriate disciplinary process and could result in the loss of solicitation privileges.

Motor Vehicle Policy

Commuter students and residents of Newman, Governors and O'Bannon residence halls have non-restricted parking in USI's campus lots on a first-come, first-served basis. Campus lots have few restrictions, and those areas with restrictions have them posted.

Commuter students are requested to register their vehicle with the University Safety and Security Department. You may register your vehicle at the Safety and Security Office located north of the Liberal Arts Center, or online at www.usi.edu/security/vehiclereg.

Campus Apartments Residents: Residents of O'Daniel North, O'Daniel South, McDonald East, McDonald West, and Golden Tower Apartments **must** register with the University Safety and Security Department any vehicle that will be parked in University apartment parking areas. A color-coded decal will be issued for each vehicle and must be properly displayed. Vehicles without parking decals are required to park in designated visitor parking areas only. With the exception of Golden Tower residents, University apartment residents are not allowed to park in campus lots between 6 a.m. and 3 p.m. on days when classes are in session. Apartment residents may park at any time in the pay parking lot next to Rice Library. Hourly rates are posted at the entrance.

Disabled persons may use designated parking spaces by displaying a state-issued disabled license plate/placard or a USI disabled parking hangtag. Applications for USI temporary disabled parking hangtags are available at the Counseling Center in the Orr Center.

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

Identification Card for Students

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

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

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

NOTICE

All students entering the University and/or living in Residence Life must meet the immunization requirements of the University and Indiana Code 20-12-71 enacted by the 2002 Indiana General Assembly.

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

- two measles, one mumps, and one rubella (2 MMR vaccines acceptable; first MMR must be given *after 1967 and not before first birthday*), or a physician's written statement of immunity to measles and mumps due to having had the infection. Students born before January 1, 1957, are exempt from the MMR requirement;
- tetanus/diphtheria (Td booster) within past 10 years – **tetanus toxoid NOT ACCEPTABLE.**
- tuberculin skin test (Mantoux only) prior to the start of the first semester at USI, within six months for American citizens and six weeks for international students. Must be administered and read in the United States by a registered nurse or physician within **48-72 hours**. Must have signature to be valid.

Beginning January 1, 2003, all students **MUST** read and sign the Meningococcal and Hepatitis B Risk Acknowledgement Form and return it with the Immunization Form in order to complete the file.

For further information contact the Student Immunization Office at 812/461-5285. The documentation must be mailed, delivered, or faxed to the USI Student Immunization Office prior to the start of the student's first semester at USI. The office is located in the lower level of the Health Professions Center, room 0102. The Student Immunization Office fax number is 812/461-5284.

Health Insurance Requirements for International Students

All international students (F-1 or J-1 visa holders and J-1 dependents) are required to have adequate health insurance while enrolled at the University of Southern Indiana. The University health insurance program offers comprehensive coverage designed for international students who will be billed approximately \$700 for the cost of this program at the beginning of the academic year for coverage from August 1 to July 31.

The USI health insurance coverage may be waived if the student already has adequate health insurance. Students must provide an insurance certificate or other documentation in English, showing that health insurance meets the minimum requirements.

Minimum coverage must provide:

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

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

THE UNIVERSITY HONORS PROGRAM

The mission of the Honors Program at the University of Southern Indiana is to support the University's continuing effort to improve the scholastic standing and educational opportunities for all University students and to encourage highly motivated students to reach their full potential in the classroom, the larger campus, and the wider community. The University recognizes and nurtures the unique and diverse talents and abilities of all of its students as they attempt to realize their full potential. The Honors Program is designed to offer expanded opportunities for those students who show promise of outstanding academic achievement. Participation in the program exposes students to a wider range of intellectual and academic experience, provides enriching extracurricular activities, promotes rewarding interaction between students and Honors faculty, and gives students the opportunity to form lasting friendships with other students committed to academic excellence. As a result of their special college experience, Honors students have a distinct advantage in their future pursuits, whether they go on to graduate or professional school or go directly into their chosen professions. The designation of University Honors Scholar is awarded to those students who successfully complete the Honors curriculum, a distinction which is noted on both the diploma and the official transcript.

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

Students who have earned an SAT score of at least 1200 or an ACT composite of at least 27 are eligible for automatic acceptance into the Honors Program. Other interested students are encouraged to apply. Evaluations of

these students are made on the basis of cumulative grade point average, class rank, academic background, and extracurricular activities. Students who have completed a minimum of 15 semester hours at USI or elsewhere with a cumulative 3.25 grade-point average may apply as space permits.

To be recognized as a University Honors Scholar, students must complete their undergraduate work with a cumulative 3.25 grade point average or above and complete a minimum of 21 hours of Honors credit with grades of A or B – including a one-hour freshman Honors seminar and an Honors component to their University Core senior-level synthesis course, or an approved substitute.

Honors students have the added opportunity of living in the Honors living-learning community in the residence halls. Research shows that students participating in living-learning communities graduate with greater frequency, maintain higher GPAs, and report greater satisfaction with their college experience than do students as a whole. Residing in Honors housing, especially during the freshman year, also facilitates mentoring sponsored by the Honors Student Council.

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

INTERCOLLEGIATE ATHLETICS

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

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

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

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

In the conference, USI consistently challenges for the GLVC All-Sports Trophy. Eleven sports sponsored at USI also have won the conference championship and/or made an NCAA Tournament appearance within the last 10 years (baseball, men's and women's basketball, men's and women's cross country, softball, men's golf, women's soccer, softball, men's tennis, and volleyball).

In addition to its excellence on the field, USI has excelled in the classroom. Since 1993, USI has had nine Academic All-Americans. In 2002, USI saw its student athletes earn 62 Academic All-GLVC awards.

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

THE UNIVERSITY CORE CURRICULUM

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

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

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

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

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

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

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

A. The Mind: Enhancement of Cognitive Abilities (12-13 hours)

- A1. Composition/Speech 9 hours
Eng 101
Eng 201 or 301 or Hons 201
Spch 101 or 107
- A2. Mathematics 3-4 hours
Proficiency exam administered by Math Department
or Math 108, 111, 115, 118, 122, 204, 215, 230,
253, 330, 335

B. The Self: Enhancement of Individual Development (8 hours)

- B1. Ethics 3 hours
Eng 222
Phil 200, 201, 363
- B2. The Arts 3 hours
Art 201, 353, 354, Eng 105, 251, 252, 261, 262, 285,
286, 302, 330, 382, 383, Mus 202, Spch 203, Thtr 121
- B3. Health/Fitness 2 hours (see Note 1)
Ped 186 or 281 or Biol 176 or Nutr376 or Ot310 AND
One Ped Activities Course (100-level) or Ped 295

C. The World: Enhancement of Cultural and Natural Awareness

(26-27 hours)

- C1. History 3 hours
Hist 101, 102, 111, 112, 130, 140, 281, 282, 301, 302, 303, 304, 305, 306, 307, 308, 311, 341, 342, 343, 344, 345, 346, 347, 348, 349, 351, 354, 371, 372, 381, 419, 439
- C2. Individual Development/
Social Behavior 6 hours
Anth 101, 261
Econ 175, 208, 209
Educ 302
Eng 330
Pols 101, 102
Psy 201
Soc 121, 221, 225, 231, 235, 251, 261
- C3. Science (L = lab course) 8-9 hours (at least one lab)
Astr 201(L)
Bio 105(L), 111 or 112(L), 121 AND 122(L), 141(L), 151(L), 152(L), 176, 208(L), 251, 282, 285
Chem 103 OR 107(L), 141(L), 175(L), 261(L), 262(L)
Geog 112, 215
Geol 101, 115, 131, 161(L), 162(L), 234
Met 321
Phys 101, 175(L), 176(L), 205(L), 206(L), 207, 208, 401
- C4. Western Culture 6 hours
One Humanities course from each row following:
Hum 211, 221, 231, 241
Hum 212, 222, 232, 242
OR
German, French, Latin, or Spanish 203 AND 204
- C5. Global Communities 3 hours
Anth 251, 255, 262, Art 253, Biol 251, Econ 241, Eng 386, Foreign Language 102, Geog 330, Hist 365, HP 435, 492, Pols 271, Spch 317
- D. The Synthesis: Integration and Application of Knowledge**
(3 hours)
Biol 481, Chem 418/499, Dthy 401, Educ 448, 458, Geol 481, HP 498, Liba 497, Mngt 452, Math 492, Nurs 467, OT 480, PED 492, Phys 401, Socw 402, Tech 471, or Engr 491

NOTES:

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

TOTAL MINIMUM REQUIRED HOURS: 50

ACADEMIC PROGRAMS

Graduate Degree Programs

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

Graduate Academic Fields

School of Business

- Accountancy • Business Administration

Bower-Suhrheinrich School of Education and Human Services

- Elementary Education • Secondary Education • Social Work

School of Liberal Arts

- Liberal Studies • Public Administration

School of Nursing and Health Professions

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

Pott School of Science and Engineering

- Industrial Management

Post-Baccalaureate Certificate Programs

School of Business

- Computer Information Systems • Professional Accountancy

School of Nursing and Health Professions

- Health Professions Education • Health Professions Management

Undergraduate Degree Programs

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

Baccalaureate Majors

School of Business

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

Bower-Suhrheinrich School of Education and Human Services

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

Division of Extended Services

- General Studies

School of Liberal Arts

- Advertising/Public Relations • Art • Communications Studies • Computer Publishing/Journalism • English • French • German • History • Philosophy • Political Science • Psychology • Radio-Television • Social Sciences • Sociology (concentration in Gerontology is available) • Spanish • Theatre Arts

School of Nursing and Health Professions

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

Pott School of Science and Engineering

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

Minor Programs

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

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

Associate Majors

School of Business

- Administrative Support Systems • Business
- Computer Information Systems

Bower-Suhrheinrich School of Education and Human Services

- Early Childhood Education

School of Liberal Arts

- Social Science

School of Nursing and Health Professions

- Dental Assisting • Dental Hygiene • Nursing
- Occupational Therapy Assisting • Radiologic Technology • Respiratory Therapy

Pre-Professional Curricula

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

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

SCHOOL OF BUSINESS

R. Eugene Klippel, Ph.D., *Dean*
Ernest Hall, Ph.D., *Associate Dean and MBA Director*
Daniel Wade, D.B.A., *Director of Accounting Programs*
William Henderson, M.S., *Assistant Dean*
Marvin Albin, Ed.D., *Chair, Department of Information Systems and Business Education*
Joy Peluchette, D.B.A., *Chair, Department of Management and Marketing*
Mohammed Khayum, Ph.D., *Chair, Department of Economics and Finance*

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

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

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

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

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

School of Business Advisement and Graduation Requirements

Meeting graduation requirements is each student's responsibility. Each student who is a candidate for a degree must meet the general requirements of the University (see General Requirements for Graduation). In addition, students pursuing a major or minor offered by the School of Business must fulfill the specific program requirements as stated in the following sections. Upon entry into a business or economics major program, each student is assigned to a faculty advisor who approves the student's proposed program of courses each semester. Assigned faculty advisors are changed when a student changes the major program of study. Other advisory

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

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

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

Transfer-Credit Policy

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

Business Degree Requirements

All bachelor candidates must successfully complete a minimum total of 124 credit hours. A minimum of 50 percent (62 hours) must be taken in courses offered outside the School of Business; however, Economics 208, 209, and 241 are applied toward meeting this 62-hour minimum requirement. All students majoring in accounting and professional services, business administration, computer information systems, e-business, finance, management, marketing, and business education enroll in from 55 to 62 hours of business courses which are divided into three segments, 31 credit hours in core requirements taken by all business majors, major field requirements totaling 24 to 33 hours, and elective courses. Business majors wishing to complete a second major must complete a minimum of 12 additional hours in the

second major. Transfer students must complete at least one-half of business course work required for graduation in residence.

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

University Core Curriculum Requirements

50 semester hours

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

Required University Core Curriculum Courses

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

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

School of Business majors must complete specific courses in mathematics, social behavior, global communities, and synthesis to provide the necessary background in

analytical tools and behavioral sciences upon which the advanced study of management is based.

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

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

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

Core Requirements for all Business Majors 31 semester hours

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

CIS 151	Computer Applications in Business	3 (1)
	or	
CIS 261	Advanced Microcomputer Applications	3 (2)
ACCT 201	Accounting Principles I	3
ACCT 202	Accounting Principles II	3
ASBE 231	Business Communications	3
BLAW 263	Legal Environment of Business	3
ECON 265	Elementary Statistics	3
FIN 305	Business Finance	3
MNGT 305	Management of Organizational Behavior	3
MKTG 305	Principles of Marketing	
ASBE 401	Business Career Planning and Professional Development	1
MNGT 452	Policy Formulation and Implementation	3
	(MNGT 452 satisfies the University Core requirement for synthesis.)	

Core Total 31

- (1) Required of Business Administration, Management, and Marketing majors
- (2) Required of Accounting and Professional Services, Business Education, Computer Information Systems, E-Business, and Finance majors

Business Major Requirements

24-33 semester hours

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

Accounting and Professional Services

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

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

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

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

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

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

Major

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

Required Courses

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

Accounting Major Tracks (Choose one 12 hour track)

Finance

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

Information Systems

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

Managerial Accounting

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

Total hours 28

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

Business Administration

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

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

Major

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

Required Courses

CIS 315	Management Information Systems	3
MNGT 445	International Business	3
DSCI 351	Introduction to Operations Research	3
DSCI 445	Operations Management	3
	Business Area of Interest Courses (See Business Areas of Interest below)	12

Total hours in the major 24

Electives 13-16 hours. At least six hours must be in non-business courses.

Business Areas of Interest

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

Accounting

ACCT 303 Intermediate Accounting

Three courses from the following list:

ACCT 311	Introduction to Federal Income Taxation
ACCT 315	Cost Accounting
ACCT 401	Advanced Accounting
ACCT 413	Accounting Information Systems
ACCT 415	Auditing Theory and Practice
ACCT 416	Advanced Cost Accounting

Computer Information Systems

CIS 375 Systems Analysis and Design

Select from:

CS 357 Advanced RPG Programming

or

CS 376 COBOL Programming II

or

CS 388 Advanced Microcomputer-Based Programming

Select two additional 300/400-level courses in Computer Information Systems

Electronic Business (e-business)

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

Entrepreneurship/Small Business

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

Finance/Economics

FIN 361	Financial Institutions
or	
ECON 361	Money and Banking
FIN 433	Principles of Investments
Two additional 300/400-level courses in Finance or Economics	

International Business

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

Management

MNGT 315	Organization and Management Development
MNGT 443	Organization Theory and Design

Two courses from the following list:

MNGT 341	Human Resources Management
MNGT 354	Small Business and Entrepreneurship
MNGT 355	Supply Chain Management
MNGT 361	Business Environmental Factors
MNGT 408	Collective Bargaining and Industrial Relations
MNGT 441	Wage and Salary Administration
MNGT 444	Managing Diversity in Organizations
MNGT 455	Small Business Consulting

Marketing

MKTG 332	Consumer Behavior
MKTG 438	Marketing Research

Two courses from the following list:

MKTG 313	Services Marketing
MKTG 334	Promotional Strategy
MKTG 342	Business and Industrial Marketing
MKTG 344	Professional Selling and Sales Management
MKTG 355	Interactive Marketing
MKTG 447	Retailing Policy and Management
MKTG 448	Marketing Management
MKTG 471	International Marketing
MKTG 475	Seminar in Contemporary Marketing Problems

Business Education Teacher Certification

Students desiring to prepare for a career in teaching business subjects in grades 6 - 12 may complete a business education major program offered by the School of Business in cooperation with the Bower-Suhrheinrich School of Education and Human Services. The business

education major is accredited by the Indiana State Department of Instruction and the National Council for the Accreditation of Teacher Education.

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

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

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

University Core Requirements for All**Business Education Majors**

50 semester hours

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

Students enrolled in the business education certification

program must work closely with the assigned faculty advisor when selecting required courses to ensure meeting admission requirements of the Bower-Suhrheinrich School of Education and Human Services.

Professional Education Courses Required for All Business Education Majors

36 semester hours

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

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

Business Education Major Concentration Requirements

15 semester hours (plus 28 hours in business core)

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

VOCATIONAL BUSINESS EDUCATION ENDORSEMENT - 9 hours

The candidate for the vocational business education endorsement must hold the business education license and complete the following course work.

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

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

endorsement to their license until all legal requirements established by the State Licensure Board have been met. Coverage: The holder of the vocational business endorsement is eligible to teach state-approved vocational subjects in business education, organize and manage an intensive office laboratory and/or in-school business laboratory, coordinate a cooperative program with students from all office occupational areas, and coordinate an interdisciplinary cooperative education program.

Computer Information Systems

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

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

Major

64 semester hours (33 hours of computer information systems and computer science plus 31 hours of business core)

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

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

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

CIS Elective Courses (Choose 9 hours)

CIS 255	Introduction to E-Business	3
CIS 325	Mark-up Language Programming	3
CIS 451	Organizational Support Systems	3
CIS 454	Managing Information Technology	3
CIS 461	End User Computing	3
CIS 476	Web Site Design and Management	3
CIS 487	Special Topics in CIS or directed CIS elective	3
One semester of a programming language		3

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

E-Business

The e-business major prepares students to analyze, develop, and manage business applications of the Internet and other electronic forms of communication. E-business majors are offered a program of study that includes the core business functions, e-business applications in those functions, and the technical knowledge necessary to design and create those applications.

The e-business major is designed to prepare graduates for positions as Web site designers, e-business analysts, Web masters, Web merchandisers, e-business technical consultants, and e-business operations managers.

Major

64 semester hours (33 hours of major courses and 31 hours of business core)

Required Courses		33 Hours
CIS 255	Introduction to E-Business	3
CS 201	Computer Science I (Java Programming)	3
CIS 315	Management Information Systems	3
CIS 367	Data Communication	3
CIS 377	Introduction to Data Base Concepts	3
ACCT 355	E-Business Security, Controls, and Ethics	3
FIN 355	Electronic Payment Systems	3
MKTG 355	Interactive Marketing	3
MNGT 355	Supply Chain Management	3
CIS 476	Web Site Design and Development	3
CIS 455	Electronic Business and Entrepreneurship	3

E-Business Non-Business Elective Courses

ART 275	Computer Graphic Art I	3
ART 381	Interactive Media Design	3

Electives, 10 hours. At least six hours of electives must be in non-business courses.

Finance

Finance is the study of wealth creation and money management. Topics include fund raising, resource allocation, liquidity concerns, and risk assessment. Finance majors are furnished with a curriculum that provides a solid understanding of financial markets and institutions.

They also are schooled in quantitative techniques and decision-making skills. Graduates with a major in finance will be equipped to solve a wide range of financial problems and possess the ability to understand and evaluate financial matters.

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

Major

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

Required Courses		12 Hours
FIN 343	International Finance	3
FIN 361	Financial Institutions	
or		
ECON 361	Money and Banking	3
FIN 433	Principles of Investments	3
FIN 461	Financial Management	3

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

FIN 335	Entrepreneurial Finance	3
FIN 341	Risk and Insurance	3
FIN 345	Real Estate Principles	3
FIN 355	Electronic Payment Systems	3
FIN 481	Seminar in Finance	3
MKTG 313	Services Marketing	3
ACCT 303	Intermediate Accounting	3
ACCT 311	Introduction to Federal Income Taxation	3
ECON 308	Intermediate Microeconomic Theory	3
ECON 309	Intermediate Macroeconomic Theory	3
ECON 331	Public Finance	3
ECON 341	International Trade	3
ECON 365	Intermediate Statistics	3
ECON 472	Econometrics	3
CIS 315	Management Information Systems	3
DSCI 351	Introduction to Operations Research	3

Electives, 16 hours. At least six hours must be in non-business courses.

Management

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

Major

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

Required Courses		15 Hours
CIS 315	Management Information Systems	3
MNGT 315	Organization and Management Development	3
DSCI 351	Introduction to Operations Research	3
MNGT 445	International Business	3
DSCI 445	Production and Operations Management	3

Concentrations (nine hours) Selected from one of the following:

Human Resource Management

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

Management Change and Innovation

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

Electives, 16 hours. At least six hours must be in non-business courses.

Marketing

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

Major

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

Required Courses		15 Hours
MKTG 332	Consumer Behavior	3
MKTG 438	Marketing Research	3
MKTG 448	Marketing Management	3
MKTG 471	International Marketing	3
DSCI 351	Introduction to Operations Research	3

Elective Courses (nine hours)

MKTG 313	Services Marketing	3
MKTG 334	Promotional Strategy	3
MKTG 342	Business and Industrial Marketing	3
MKTG 344	Professional Selling and Sales Management	3
MKTG 355	Interactive Marketing	3
MKTG 447	Retailing Policy and Management	3
MKTG 475	Seminar in Contemporary Marketing Problems	3

Electives: 16 hours. At least six hours must be in non-business courses.

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

Economics

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

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

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

Major

33-34 semester hours

Required Courses		18 hours
ECON 208	Principles of Microeconomics	3
ECON 209	Principles of Macroeconomics	3
ECON 265	Elementary Statistics	3
ECON 308	Intermediate Microeconomic Theory	3
ECON 309	Intermediate Macroeconomic Theory	3
MATH 215	Survey of Calculus	3
or		
MATH 230	Calculus I	4

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

Applied Computer Science

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

Major

65 – 66 hours

Core Courses Required of all Applied CS Majors

	hours
CS 121 Introduction to Computer Systems	3
CS 201 Computer Science I	3
CS 301 Computer Science II	3
ENGR 241 Digital Logic	3
ENGR 347 Microcomputer Engineering	3
CIS 315 Management Information Systems	3
CS 365 Operating Systems	3
CIS 367 Intro to Data Communication	3
CIS 375 Systems Analysis and Design	3
CIS 377 Data Base Systems	3
CS 379 Programming Language	3
CS 411 Network Management and Security	3
CS 483 Senior Software Development Project	3

(CS 483 satisfies the University Core requirement for synthesis. All applied computer science majors are required to take ECON 208 and ECON 209 to complete their university core requirements in Individual Development/Social Science and ECON 241 to complete the University Core requirement in Global Communities.)

Computer Science Electives

CS Legacy Language	3
CS or CIS Electives	6

Business Option

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

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

Technical Option

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

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

School of Business Minors

Academic minor programs may be completed in accounting, business administration (the business administration minor is available for non-business majors only), computer information systems, computer science, economics, finance, and marketing. School of Business majors who elect to complete minors will typically have to take more than the 124 hours required for a degree to complete requirements for a major and a minor. All prerequisite courses must be completed before enrollment in any upper-level business or economics course; any exceptions must receive prior approval from the dean of the School of Business.

Minor-Accounting

22 semester hours

Courses required of accounting minor:

ACCT 201 Accounting Principles I, 3 hrs.; ACCT 202 Accounting Principles II, 3 hrs.; ACCT 203 Financial Accounting Lab, 1 hr.; ACCT 303 Intermediate Accounting, 3 hrs.; ACCT 311 Introduction to Federal Income Taxation, 3 hrs.; ACCT 315 Cost Accounting I, 3 hrs.; ACCT 415 Auditing Theory and Practice, 3 hrs.; BLAW 263 Legal Environment of Business, 3 hrs.

Minor-Business Administration

For Non-School of Business Majors Only

18 semester hours

Courses required of business administration minor:

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

Minor-Computer Information Systems

18 semester hours

Courses required of computer information systems minor:

CS 111 Introduction to Programming Logic, 3 hrs.; CIS 261 Advanced Microcomputer Applications, 3 hrs.; CS

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

Minor-Finance

18 semester hours

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

Three additional courses must be chosen from FIN 335 Entrepreneurial Finance, 3 hrs.; FIN 341 Risk and Insurance, 3 hrs.; FIN 343 International Finance, 3 hrs.; FIN 345 Real Estate Principles, 3 hrs.; FIN 355 E-Business Finance; FIN 461 Financial Management, 3 hrs.; FIN 481 Seminar in Finance, 3 hrs.; ECON 308 Intermediate Micro Theory, 3 hrs.; ECON 309 Intermediate Macro Theory, 3 hrs.; ECON 331 Public Finance, 3 hrs.; ECON 365 Intermediate Statistics, 3 hrs.; ECON 472 Econometrics, 3 hrs.; MKTG 313 Marketing for Services, 3 hrs.; DSCI 351 Introduction to Operations Research, 3 hrs.; ACCT 303 Intermediate Accounting, 3 hrs.; or ACCT 311 Introduction to Federal Income Tax, 3 hrs.

Minor-Marketing

18 semester hours

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

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

Minor-Applied Computer Science

18 semester hours

The minor in applied computer science is designed to complement majors in science, mathematics, and technology areas but is open to majors in any area. Courses

in computer science do not satisfy University Core Curriculum requirements.

Required courses: CS 121 Introduction to Computer Systems, 3 hrs.; CS 201 Computer Science I, 3 hrs.; CS 301 Computer Science II 3 hrs.; and CS 379 Programming Languages, 3 hrs.

Elective courses (choose six hours from the following): Any CS 300-or 400-level course or any of: Math 437 Numerical Methods, 3 hrs.; CIS 375 Systems Analysis and Design, 3 hrs.; CIS 377 Introduction to Database Concepts, 3 hrs.; CIS 476 Introduction to Fourth Generation Languages, 3 hrs.; ENGR 241 Digital Logic, 3 hrs.; and ENGR 347 Microcomputer Engineering, 3 hrs.

Minor-Economics

18 semester hours

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

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

Associate Degree Programs in Business

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

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

Associate of Science in Business

64 semester hours

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

Required University Core Curriculum Courses

28 semester hours

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

Required Business and Economics Courses

21 semester hours

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

Required electives

9 hours must be chosen from the following:

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

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

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

** Students must meet the prerequisites for these courses.

Associate of Science in Computer Information Systems

64 semester hours

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

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

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

Required University Core Curriculum Courses

28 semester hours

English 101, 3 hrs.; English 201, 3 hrs.; Speech 101, 3 hrs.; Ethics or Western Culture electives, 6 hrs.; Mathematics 111, 4 hrs.; Science elective, 3 hrs.; Economics 208 or Economics 209, 3 hrs.; Psychology 201, 3 hrs.

Required Business and Computer Information Courses

30 semester hours

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

Required Computer Information Systems Electives

3 semester hours

One course must be chosen from the following:
CIS 315 Management Information Systems, 3 hrs.; CS

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

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

Post-Baccalaureate Certificate in Professional Accountancy

49 semester hours

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

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

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

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

1. Forty-nine semester hours in business courses with a minimum of 24 semester hours in accounting courses plus 24 semester hours in business courses other than accounting courses. (Previously earned courses may be applied; however not less than 24 semester hours must be completed in residence at USI.)
2. Certificate students must maintain a minimum 3.0 GPA; a course grade below C is not applicable toward meeting certification requirements.

3. Under direction of an assigned program advisor, candidates will complete an individually approved curriculum based on the following outline:

ACCT 201, 202	Principles of Accounting	6 hours
ACCT 203	Financial Accounting Laboratory	1 hour
ACCT 303	Intermediate Accounting	3 hours
ACCT 311	Intro. to Federal Income Taxation	3 hours
ACCT 315	Cost Accounting I	3 hours
ACCT 401	Advanced Accounting	3 hours
ACCT 415	Auditing Theory and Practice	3 hours
ACCT 602	Seminar in Financial Accounting	3 hours
Business (non-accounting) Electives		24 hours

TOTAL HOURS **49 hours**

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

Post-Baccalaureate Certification in Computer Information Systems

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

CS 111	Introduction to Programming Logic	3 hours
CIS 315	Management Information Systems	3 hours
CIS 367	Data Communications	3 hours
CIS 375	Systems Analysis and Design	3 hours
CIS 377	Database Concepts	3 hours
CIS 477	Applied Software Development	3 hours
CS Programming Language (CS 257, CS 276, CS 288, CS 476)		3 hours

Total Hours Required for Core Certification **21 hours**

Advanced Areas of Emphasis 9 hours			
Group A (Personal Computer Applications)			
CIS 261	Advanced Microcomputer Applications	3 hours	
CS 388	Advanced Microcomputer-Based Programming	3 hours	
CIS 461	End-User Computing	3 hours	
Group B (Programming)			
CS 276	COBOL Programming I	3 hours	
CS 388	Advanced Microcomputer-Based Programming	3 hours	
CIS 476	4 th Generation Languages	3 hours	
Group C (Management)			
CIS 451	Decision Support Systems	3 hours	
CIS 454	Managing Information Technology	3 hours	
ACCT 413	Accounting Information Systems	3 hours	
	or		
CIS 487	Current Topics in CIS	3 hours	
Total Advanced Certificate Hours		9 hours	

School of Business Undergraduate Course Descriptions

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

Accounting (ACCT prefix)

201 Accounting Principles I (3) A study of the principles of financial accounting and reporting as they relate to today's business environment. Both the procedures used and the concepts upon which they are based will be studied. Prereq: CIS 151 or CIS 261, MATH 111, and must have completed at least 24 semester hours. F, Sp, Su

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

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

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

311 Introduction to Federal Income Taxation (3) An introduction to federal tax theory and practice as applied to business entities. Prereq: ACCT 202. F, Sp, Su

315 Cost Accounting (3) The theory and practice of cost accounting with emphasis on its use for planning and control. Introduces the concept of budgeting, standards, and profitability analysis. Prereq: ACCT 202 and 203 and junior standing. F, Sp, Su

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

401 Advanced Accounting (3) Provides theory and application of accounting principles to special accounting problems. Includes consolidations, segment and interim reporting, international accounting, fund accounting, and other special accounting problems. Prereq: ACCT 303 and senior standing. F, Sp

413 Accounting Information Systems (3) A study of computer-based accounting information systems and their role in contemporary business organizations. This includes accounting data flows, the tools of designing accounting information systems, the use of computer technology in processing accounting transactions, and knowledge of internal control structures in effective accounting information systems. Prereq: ACCT 303 and senior standing. F, Sp

415 Auditing Theory and Practice (3) The fundamental principles of auditing. Emphasis is placed on the scope of the audit, audit practices and procedures, and audit reports. Prereq: ACCT 303 and senior standing. F, Sp

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

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

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

Administrative Systems/Business Education (ASBE prefix)

231 Business Communications (3) A detailed study of business communications. Includes analysis and practice in writing a variety of messages used to communicate in business and industry. Emphasizes the psycho-semantic aspects of effective organizational communication. Prereq: SPCH 101, CIS 151, ENG 201. F, Sp, Su

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

291 Desktop Publishing and Web Design (3) Designed to acquaint students with the preparation and design of materials for desktop publishing and Web page, combining text processing with graphics. A hands-on instructional approach along with experience in processing and presentation graphics. Prereq: ASBE/CIS 261. Sp

393 Methods of Teaching Computer Courses (3) Objectives, planning, methods, materials, and devices for teaching computer applications. A hands-on approach to the use of the microcomputer in business education classes; use of business software; and analysis and design of programs for business education courses. Prereq: ASBE/CIS 261. Sp.

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

401 Business Career Planning and Professional Development (1) A lecture-discussion-practicum class emphasizing identification of goals and processes of professional development through career planning. Related job-market issues of concern to senior business students also are addressed. Prereq: ASBE 231 and senior standing. F, Sp, Su

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

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

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

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

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

Business Law (BLAW prefix)

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

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

Computer Information Systems (CIS prefix)

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

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

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

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

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

367 Data Communications (3) This course is designed to give the student a thorough understanding of the existing use of data communication networks as well as future developments in the area of telecommunications. The course topics will include the basic hardware needed for a functioning network, basic technical concepts of data communications, the various types of network configurations, and circuits. Also needed will be network design techniques, protocols, software, network architecture, local area networks, network management, and security and control issues related to networks. Prereq: CIS 315 or for accounting majors, ACCT 203 and junior standing. F

375 Systems Analysis and Design (3) This course is an in-depth study of the business information system development life cycle, emphasizing the investigation, systems analysis, and logical design phases. Analysis and design techniques are presented which are used to develop computer-based systems. Analysis and design of a variety of business information systems are covered and CASE technology is introduced. Prereq: ACCT 201, CIS 315, junior standing. Accounting majors may substitute ACCT 203 for CIS 315. (A programming language is recommended.) Sp

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

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

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

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

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

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

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

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

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

Computer Science (CS prefix)

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

121 Introduction to Computer Systems (3) The course provides background in computer science. It includes topics in computing history, the social context of computing, past achievements, and current issues and challenges. Discussions include risks, liabilities, intellectual property, privacy, free speech and fair use, computer crime, professional

and ethical responsibility, and social and economic impacts. The course presents the methods and tools of analysis and fundamental terminology and concepts, including, but not limited to, computer architecture, tools, logic, programming, networks, and data and database. F

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

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

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

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

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

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

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

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

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

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

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

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

411 Network Management and Security (3) This course provides an overview of network management and security. It covers topics in communication technologies, communication design, communication protocols, and communication system planning and development. It includes distributed computing, encryption technology, and collaboration technology. It will introduce security sites representing the state of the art in security. It will cover major security concerns of IP security, network security, security in distributed object systems, security in distributed systems, Web security, e-mail security, viruses, trojans and worms, firewalls, and denials of service. Hands-on assignments with system and firewall configuration. Prereq: CS 201, CS 301, CS 365, and CIS 375. F

437 Numerical Analysis (3) A survey of current methods in numerical analysis. Topics will include: polynomial approximation and interpolation, numerical differentiation and integration, numerical solution of differential equations, functional approximation, solution of linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Cross-listed as MATH 437. Prereq: CS 141, CS 331, MATH 330, and MATH 335. Every third semester.

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

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

Decision Sciences (DSCI prefix)

351 Introduction to Operations Research (3) This course introduces the student to the discipline of Operations Research/Management Science (OR/MS) so that he/she may appreciate, understand, and utilize the principal techniques of OR/MS in his/her organizational as

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

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

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

Economics (ECON prefix)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

353 Economics of Sports (3) An examination of the industry of sports using the tools and concepts of economic analysis. The topics to be addressed in professional and amateur sports include new stadiums and franchises, salary caps, unions, free agency, the NCAA, the existence of amateur status, and the impacts of monopoly and cartel behavior. Prereq: ECON 208. Sp

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

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

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

472 Econometrics (3) An introduction to econometric methods and their application to economic research; regression analysis, simple and

multiple; correlation; least-square estimators, problems of error in variables, autocorrelation, multicollinearity, lagged and dummy variables; simultaneous equation; identification problems. Prereq: ECON 208, 209, and 265. F

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

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

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

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

Finance (FIN prefix)

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

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

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

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

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

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

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

355 Electronic Payment Systems (3) This course will provide students with an overview of e-business finance and banking topics such as electronic payment technology, digital cash, electronic checks, online credit-card-based systems, electronic fund transfers, payment gateways, electronic purses, negotiable electronic instruments, minipay, micropayments, provability of transactions, electronic bills of lading and letters of credit, point-of-sale transactions, secure electronic transactions (SET), data encryption techniques and standards, digital signatures, secure hypertext transport protocol (SHTTP), secure socket layer (SSL), allocation of risk among buyer/seller/bank/intermediaries, EDI, and other emerging electronic financial instruments. Prereq: CIS 255 and FIN 305. F

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

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

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

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

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

Management (MNGT prefix)

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

201 Survey of Management (3) A survey of the management process; emphasis upon management techniques and factors basic to various fields of business, industrial, and public organizations. This course is

designed to apply the management process to the specific interests of all associate degree candidates and four-year non-business majors. (Not open to School of Business majors in baccalaureate programs.) Prereq: sophomore standing, PSY 201, or consent of instructor. F, Sp

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

315 Organization and Management Development (3) This course involves an in-depth examination of organizations, with focus on management development and the management of organizational change. Specific organizational behavior topics are examined in more depth than in MNGT 305, with emphasis placed on development of managerial skills. The course also focuses on organizational development: diagnosing organizational problems and developing intervention strategies for effective change management. Problem-solving case studies and experiential exercises are used throughout the course. Prereq: MNGT 201 or 305. F, Sp

341 Human Resource Management (3) The staff work required in planning and controlling the personnel functions in businesses and the personnel responsibilities of line executives. Emphasis is placed upon principles and procedures relative to selection, placement, training of employees, employees' services, morale, wages, and hours. Prereq: MNGT 201 or 305. F

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

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

361 Business Environmental Factors (3) An inquiry into the purposes, methods, institutions, results and philosophy of business and its relationship to the environment in which it functions. Prereq: MNGT 201 or 305 and MKTG 201 or 305. F

408 Collective Bargaining and Industrial Relations (3) A study of employer-union relationships, management and union organizations for collective bargaining, trade union structure and government, the government and collective agreements and the collective bargaining process. Prereq: MNGT 201 or 305. F

441 Wage and Salary Administration (3) A comprehensive study of wage and salary policies and techniques, including wage and salary level determination, job evaluation, employee evaluation, merit rating, methods of wage payments, fringe benefits, and controls. Prereq: MNGT 201 or 305. Sp

443 Organizational Theory and Design (3) This course involves the management challenge of designing organizational structure to facilitate effective performance and achieve competitive advantage given

the evolving nature of organizational environments. Issues will include organizational innovation and change; technological change and organizational restructuring; global competition; organizational culture; employee involvement; participative management and team systems; total quality management; organizational control; communication; and conflict. Prereq: MNGT 305. MNGT 315 recommended. Sp

444 Managing Diversity in Organizations (3) A study of cultural perspectives and processes reflecting individual, work group, and organizational diversity in the workplace. Prereq: MNGT 201 or 305. Sp

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

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

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

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

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

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

Marketing (MKTG prefix)

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

305 Principles of Marketing (3) A general survey of the entire field of marketing. Attention is given to the management of the marketing efforts of the individual firm. Emphasis is on the role of the marketing environment, understanding markets and customers, and decision-making regarding products, pricing, distribution, and promotion. Prereq: ACCT 201 and 202*, ECON 208 and 209*, PSY 201, and junior standing. (Courses marked * may be taken concurrently with MKTG 305.) F, Sp, Su

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

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

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

342 Business and Industrial Marketing (3) An examination of the marketing function within organizations marketing goods and/or services to other organizations (rather than final consumers). Major emphasis on business buyer behavior and the business marketing environment as key factors shaping business marketing strategy development, planning, implementation, and control. Prereq: MKTG 201 or MKTG 305. Sp

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

355 Interactive Marketing (3) This course focuses on the integration of state-of-the-art interactive technologies into the design and implementation of marketing programs for the new millennium. The functions of market identification through customer analysis, and the planning and implementation of conception, pricing, promotion and distribution of ideas, goods, and services to satisfy the market benefit immensely from the capabilities of the rapidly developing information technology (IT) infrastructure. The course also includes introduction into different techniques for differentiating products and services and

developing systems to focus on the market niche, establishing interactive links to customers, retrieving online information from customers, and using data mining for market research. Prereq: MKTG 201 or 305. F

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

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

448 Marketing Management (3) Application of problem-solving in the area of marketing management, emphasizing planning the marketing effort, management of the marketing organization, and control of marketing operations. Prereq: completion of at least nine hours in marketing and senior standing. Sp

461 Seminar in Integrated Marketing Communications (3) Approaching organizations' communication issues through the integration of advertising, marketing, and public relations strategies and techniques. Team project required. Cross-listed as PRL 461 and ADV 441. Prereq: senior standing and six hours from ADV 241 or PRL 261 and MKTG 201 or 305. Sp

471 International Marketing (3) The whole of enterprise, comparative marketing, and transport institutions and systems in selected foreign countries and the United States. The managerial and operational problems of world enterprise, with emphasis on the role of ethnic and cultural differences in influencing marketing strategy. Case studies will be used. Prereq: MKTG 201 or MKTG 305. F

475 Seminar in Contemporary Marketing Problems (3) Individual investigation of selected marketing problems of contemporary significance will be analyzed and related to assigned readings and current periodical literature. Case studies and field trips also will be used to acquaint the student with actual practices currently employed in marketing. Prereq: MKTG 305. Sp

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

BOWER-SUHRHEINRICH SCHOOL OF EDUCATION AND HUMAN SERVICES

C. Thomas Pickering, Ph.D., *Dean and Teacher Licensing Advisor*

Robert E. Mays, Ed.D., *Associate Dean and Director of Field Experiences in Education*

Jane Davis Brezette, P.E.D., *Chair, Department of Physical Education*

Charles L. Price, Ph.D., *Chair, Department of Teacher Education*

David C. Cousert, M.S.W., *Chair, Department of Social Work*

The Bower-Suhrheinrich School of Education and Human Services offers undergraduate majors in elementary education, exercise science, physical education, special education, and social work; master of science degree programs in elementary and secondary education; the Master of Social Work degree; and the Associate of Science degree program in Early Childhood Education. In addition, the school offers the required professional education component of all teacher education programs — elementary, secondary, and all grade.

The Bower-Suhrheinrich School of Education and Human Services has been designated by the Board of Trustees as the official teacher education agency of the University. Faculty members in education are responsible for the content, structure, and design of all curricula preparing professional education personnel for entry into teaching and other positions in both school and non-school settings. This responsibility includes pre-service, in-service, and continuing education of those who plan, implement, and evaluate learning environments.

Undergraduate teacher education offerings include the following programs: (1) majors in elementary education, physical education, and special education; (2) professional education for elementary, secondary, and all grade majors; (3) minors in special education, health and safety education, physical education, reading, and language arts; (4) junior high/middle school endorsements; and (5) endorsements in kindergarten and computers.

The Bower-Suhrheinrich School of Education and Human Services also offers teacher licensure programs in elementary and secondary education for persons who already hold baccalaureate degrees. Transition to Teaching provides the opportunity to earn an initial

teaching license and to continue study for the Master of Science in Education degree. Details are available in the Graduate Studies section of this bulletin and at the Department of Teacher Education Web site.

The teacher education programs have been approved by the Indiana Professional Standards Board, the National Council for the Accreditation of Teacher Education, and the North Central Association of Colleges and Secondary Schools. Graduates of the University who successfully complete teacher education programs, pass the licensure exams, and meet any other requirements specified by the Indiana Professional Standards Board are eligible for teaching licenses in Indiana and other states that recognize the completion of a program approved by the National Council for Accreditation of Teacher Education as a basis for licensure.

Current information regarding Indiana teaching licensure in various subject areas is available under Degrees, University Web site, www.usi.edu.

Procedures and Regulations for Students in Teaching Programs

Procedures and regulations that govern students pursuing teacher education programs are described in this section. More detailed information may be obtained from the Department of Teacher Education office.

After admission to the University the following procedures must be followed for all students who are preparing to teach in elementary or secondary schools:

1. Students who desire to work toward a baccalaureate degree in elementary education or special education are assigned to the Department of Teacher Education in the Bower-Suhrheinrich School of Education and Human Services for purposes of advising, record keeping, and continuation in the University. Students in all other teaching programs are advised in the department within the University according to the student's major, until the professional semester. During early registration for the professional semester, all students are advised in the Bower-Suhrheinrich School of Education and Human Services by the director of Field Experiences in Education.

2. After being assigned to a program in education, students who desire to change their area of specialization must contact the Teacher Education Department.
3. Candidates for admission to teacher education are required to take a competency test designed for teachers. The Praxis I is currently being utilized. Students must meet the following test score requirements: Reading-176, Writing-172, and Math 175.
4. Candidates apply for admission to the teacher education program after the completion of basic University Core experiences and exploration phase teacher education courses. Applications must be submitted to the Teacher Education Department by the deadline for registration or enrollment in education classes numbered 300 and above.

Application Deadline	Registration Session
February 15	early registration for summer and fall terms
June 15	registration for fall term
September 15	early registration for spring term

Admission criteria to teacher education require a 2.75 grade point overall, as well as in the major(s) and minor(s) as well as an admission packet. The packet must include the following items: Praxis I scores, disposition evaluations, grade verification for overall and specific course performances, speech and hearing evaluation, field experience reports, exploration phase artifacts, and a recommendation from the department. In teacher education, the admission process begins with the candidates submitting their applications to the department office. The pool of applications is distributed to faculty for review and then forwarded to the Teacher Education Admission and Retention Committee. This committee takes one of three actions: unconditional admission, conditional admission, or denial.

5. Students who transfer 55 or more hours may be provisionally accepted into the teacher education program if their past course of study so warrants, as determined by the dean. After one semester of study, transfer students must meet the same qualifications for admission to teacher education as all other students. Transfer students meeting the requirements after one semester will be fully accepted into the teacher education program. Transfer students not meeting the requirements after one semester will not be accepted into teacher education until such requirements are fulfilled.
6. Students must earn a grade of C or better in all required courses to satisfy degree and certification program requirements.

7. Students denied admission to the teacher education program and to student teaching have full right to a hearing before the Teacher Education Appeals Committee and the dean of the Bower-Suhrheinrich School of Education and Human Services.

Current information regarding application procedures and downloadable forms are available under Teacher Education, Bower-Suhrheinrich School of Education and Human Services on the University Web site, www.usi.edu.

Application for Student Teaching

At the beginning of spring semester of the year preceding the year in which a student plans to student teach, the student is expected to file a formal application for graduation on or before January 15 for admission to student teaching. See the Student Teaching and Laboratory Experiences section for details. Information is available under Teacher Education Bower-Suhrheinrich School of Education and Human Services, on the University Web site, www.usi.edu.

Diploma Form and Formal Application for Graduation

Early in the semester prior to the student teaching term, a diploma form and a formal application for graduation must be filed. Forms are available in the Teacher Education office. Elementary education majors are recommended for graduation by the dean of the Bower-Suhrheinrich School of Education and Human Services. Candidates completing other teacher education programs will be recommended for graduation by the dean of the school in which their major is located.

Teacher Licensure

The Bower-Suhrheinrich School of Education and Human Services has the responsibility for recommending students for all teaching licenses. The student has the responsibility for completing all requirements for the teaching certificate(s) sought.

Any student graduating with a teaching curriculum must present a grade point average in his teaching major and/or minor(s) not less than that required as an overall grade point average for teacher certification of 2.75.

Students must complete all graduation and licensure requirements before being recommended for any teaching license.

Applicants for the initial standard teaching license must pass the basic skills test (Praxis I) and specialty area examinations (Praxis II) in their major (primary) and minor (supporting) teaching fields, as required by the Indiana Professional Standards Board. The University's pass rate on required tests for Indiana teaching licensure for the year 2002 was 91 percent.

Students completing their teaching curricula at the end of the first semester of any given school year will normally file applications for standard licenses in Indiana after January 15 of the following year. All other students normally will file their applications after June 1 of the school year in which their work is being completed.

Applications for licensure may be obtained from the Bower-Suhrheinrich School of Education and Human Services.

Each state may have specific additional requirements for teacher licensure. Students who desire to obtain a teaching license in a particular state should contact the appropriate agency in that state to determine the necessary requirements.

Student Teaching and Laboratory Experiences

Student teaching and laboratory experiences provide opportunities for students to obtain extended realistic experiences in public schools. The full-time program of student teaching makes possible meaningful contacts with all aspects of the teacher's work.

The laboratory experiences program provides opportunities for prospective teachers to have field experiences in classroom settings during their entire teacher education program. These experiences are provided in conjunction with various classes.

Student teachers participate in classroom teaching, faculty planning, extra class activities, and school-community enterprises. The program is designed to help the prospective teacher develop a working philosophy of education and acquire the basic skills needed to enter the profession of teaching.

1. To enroll for student teaching, students must have an overall grade point average of 2.75 or above and a grade-point average of 2.75 or above in their teaching major(s) and/or minor(s).
2. A grade of C or better must be earned in all required courses before a student will be permitted to enroll for student teaching.

3. Students desiring to enroll for student teaching must be unconditionally admitted to the teacher education program.
4. Factors such as personality and character are given due consideration in determining whether a person with a point-hour ratio of 2.75 or above may enroll.
5. While enrolled in the professional semester, which includes supervised teaching, the student should not be employed or enrolled in additional courses.

Elementary Student Teaching

Elementary education students enroll for 15 semester hours during the professional or student teaching semester (senior year): EDUC 471-Supervised Teaching in the Elementary School, 9 hrs. and 472-Supplemental Supervised Teaching in the Elementary School, 3 hrs. or a practicum, 3 hrs., yield 12 semester hours of credit; students return to campus regularly during the 15-week student teaching experience for EDUC 458-Synthesis Seminar in Elementary Teaching, which yields three semester hours credit. Students should complete all required courses prior to enrolling in the professional semester.

Students should assume no obligation that would interfere with all-day student teaching or with leaving the campus for the period assigned to student teaching in another city. Students should not take extra courses or work during the student teaching semester.

Secondary Student Teaching

Secondary education students enroll for 15 semester hours during the professional or student teaching semester (senior year): EDUC 473-Supervised Teaching in the Secondary School, 9 hrs. and EDUC 474-Supplemental Supervised Teaching in the Secondary School, 3 hrs. or EDUC 477-Junior High/Middle School Practicum, 3 hrs. yield 12 semester hours of credit; students return to campus regularly during the 15-week student teaching experience for EDUC 448-Synthesis Seminar in Secondary Teaching, which yields three semester hours credit. Students should complete all required courses prior to enrolling in the professional semester.

Students should assume no obligations that would interfere with all-day student teaching or with leaving the campus for the period assigned to student teaching in another city. Students should not take extra courses or work during the student teaching semester.

Students who are earning an area major license will teach in only one field. Those who have two majors (primary areas) or a major (primary) and a minor (supporting) may teach in both fields.

Department of Physical Education

The Department of Physical Education has responsibility for the following:

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

University Core Curriculum Courses

Two hours of credit in health and fitness are necessary to meet the University Core Curriculum requirement.

Students take a) PED 186 or PED 281 or BIOL 176 or NUTR 376 or OT 310, and b) one course from the 100-level classification or PED 295. Students are provided an opportunity to promote their general physical well being as well as develop new recreational skills. A laboratory fee, towel, lock, and locker fee may be assessed when students enroll in some classes. Students not able to participate in these courses because of medical reasons, physical handicaps, or other personal reasons may substitute PED 281-three hours, or PED 282-two hours, when approval has been granted by the dean of the Bower-Suhrheinrich School of Education and Human Services or a designee. The student must provide a physician's statement prohibiting participation in physical activity.

NOTE: For the following programs, BIOL 121 AND 122 are prerequisites for PED 383, 391, 481, and 484.

Exercise Science

The major in exercise science is designed to prepare people for entry-level positions in corporate, commercial, and community settings that offer exercise programs of a preventative nature. It is also designed to prepare people to test for the American College of Sports Medicine's Health/Fitness Instructor Certification and to continue their education at the graduate level.

Major - Exercise Science

33-35 semester hours

Required courses: PED 143-Aquatic Exercise, 1 hr.; 182-Weight Training, 1 hr.; 183-Aerobic Dance I, 1 hr.; 185-Step Aerobics, 1hr.; 282-First Aid, 2 hrs.; 298-Foundations of Physical Education, 3 hrs.; 383-Kinesiology, 3 hrs.; 385-Exercise Leadership, 3 hrs.; 391-

Biomechanics, 3 hrs.; 394-Measurement and Evaluation in Physical Education, 3 hrs.; 481-Physiology of Exercise I, 3 hrs.; 483-Physiology of Exercise II, 3 hrs.; 484-Exercise Testing and Prescription, 3 hrs.; 499-Practicum, 3-5 hrs.

Other required courses: (29 semester hours)

MATH 111-College Algebra, 4 hrs.; 112-Trigonometry, 2 hrs.; CHEM 107-General Chemistry for Non-Science Major, 4 hrs.; PHYS 175-General Physics I, 4 hrs.; BIOL 121-Human Anatomy and Physiology I, 3 hrs.; 122-Human Anatomy and Physiology II, 3 hrs.; BIOL 176-Nutrition, 3 hrs., or NUTR 376-Nutrition, 3 hrs., or NUTR 378-Nutrition for Fitness and Sports, 3 hrs.; PSY 365-Motivation and Emotion, 3 hrs.; EDUC 214-Instructional Technology in Education, 3 hrs.; or 465-Computers in the Curriculum, 3 hrs.

Physical Education

The physical education 40-hour major and the fitness and coaching minors are designed to meet the needs of students preparing for careers in professional-vocational areas. They are designed to complement and supplement programs in other academic disciplines, to enhance the employability of students outside the educational sphere, and to contribute to the health status of USI students. A student may graduate from USI with a non-teaching degree in physical education by completing the requirement for a major in physical education. Minors and endorsements to complement other academic majors are available in coaching and fitness.

Major - Physical Education (Non-Teaching)

40 semester hours

Required courses: PED 186-Wellness/Fitness Appraisal, 1 hr.; 296-Self-Testing and Movement Fundamentals, 1 hr.; 282-First Aid, 2 hrs.; 291-Motor Behavior, 2 hrs.; 383-Kinesiology, 3 hrs.; 391-Biomechanics, 3 hrs.; 392-Activity Modifications for Special Populations, 3 hrs.; 481-Physiology of Exercise I, 3 hrs.; 491-Organization and Administration of Physical Education and Related Programs, 3 hrs.; 499-Practicum in Physical Education, 3-5 hrs. Select seven courses from PED 111 through 199, 7 hrs.

Electives: Nine semester hours. Selection of physical education courses to serve as electives will be left to the discretion of the student and advisor.

Minor - Coaching

30 semester hours

Required courses: PED 381-Care and Prevention of

Athletic Injuries, 3 hrs.; 383-Kinesiology, 3 hrs.; 391-Biomechanics, 3 hrs.; 431-Principles and Problems of Coaching, 3 hrs.; 481-Physiology of Exercise I, 3 hrs.; 499-Practicum, 3-5 hrs.; EDUC 202-Growth and Development: Adolescence and Young Adult, 3 hrs.; BIOL 121-Human Anatomy and Physiology I and 122-Human Anatomy and Physiology II, 6 hrs. Select one (1) course from PED 232-Officiating of Baseball, 1 hr.; 234-Officiating of Volleyball, 1 hr.; 236-Officiating of Football, 1 hr.; 237-Officiating of Basketball, 1 hr.; 238-Officiating of Soccer, 1 hr.; 244-Lifeguard Training, 2 hr.; 285-Officiating of Track and Field, 1 hr. Select one course from PED 432-Coaching Baseball, 2 hrs.; 434-Coaching Volleyball, 2 hrs.; 436-Coaching Football, 2 hrs.; 437-Coaching Basketball, 2 hrs.; 438-Coaching Soccer, 2 hrs.; 485-Coaching Track and Field, 2 hrs.

Minor - Fitness Instructor

25 semester hours

Required courses: PED 186-Wellness/Fitness Appraisal, 1 hr.; 381-Care and Prevention of Athletic Injuries, 3 hrs.; 481-Physiology of Exercise I, 3 hrs.; 484-Exercise Testing and Prescription, 3 hrs.; 491-Organization and Administration of Physical Education and Related Programs, 3 hrs.; 499-Practicum, 3-5 hrs.; BIOL 121-Human Anatomy and Physiology I and 122-Human Anatomy and Physiology II, 6 hrs. Select three courses from PED 142-Advanced Swimming; 143-Aquatic Exercise; 181-Aerobics I; 182-Weight Training; 183-Aerobic Dancing I; 184-Dynamic Floor Exercise; and 185-Step Aerobics, 3 hrs.

Teacher Certification (Physical Education)

The following programs are available for students who desire to prepare for the teaching profession: physical education all grade major (K-12); physical education major (7-12); physical education minor; health and safety education minor; and coaching endorsement.

All Grade Major-Physical Education

All Grade K-12 - 52 semester hours

Required courses: PED 155-Dance Activities, 1 hr.; 162-Hiking and Outdoor Education, 1 hr.; 186-Wellness/Fitness Appraisal, 1 hr.; 296-Self-Testing and Movement Fundamentals, 1 hr.; 282-First Aid, 2 hrs.; 291-Motor Behavior, 2 hrs.; 292-Rhythms, 2 hrs.; 293-Games of Low Organization, 2 hrs.; 294-Techniques for Teaching Sports, 2 hrs.; 298-Foundations of Physical Education, 3 hrs.; 299-Field Experience in Physical Education, 1 hr.; 383-Kinesiology, 3 hrs.; 391-Biomechanics, 3 hrs.; 392-Activity Modifications for Special Populations, 3 hrs.; 394-Measurement and

Evaluation in Physical Education, 3 hrs.; 395-Curriculum Construction in Physical Education, 3 hrs.; 396-Teaching Physical Education, 3 hrs.; 481-Physiology of Exercise I, 3 hrs. Select seven courses from PED 111 through 199, 7 hrs.

Electives: Six semester hours. Selection of physical education courses to serve as electives will be left to the discretion of the student and advisor.

Major-Physical Education

Grades 7-12 - 40 semester hours

Required courses: PED 155-Dance Activities, 1 hr.; 162-Hiking and Outdoor Education, 1 hr.; 186-Wellness/Fitness Appraisal, 1 hr.; 296-Self Testing and Movement Fundamentals, 1 hr.; 282-First Aid, 2 hrs.; 291-Motor Behavior, 2 hrs.; 298-Foundations of Physical Education, 3 hrs.; 299-Field Experience in Physical Education, 1 hr.; 383-Kinesiology, 3 hrs.; 391-Biomechanics, 3 hrs.; 392-Activity Modifications for Special Populations, 3 hrs.; 394-Measurement and Evaluation in Physical Education, 3 hrs.; 395-Curriculum Construction in Physical Education, 3 hrs.; 396-Teaching Physical Education, 3 hrs.; 481-Physiology of Exercise I, 3 hrs. Select seven courses from PED 111 through 199, 7 hours.

Minor-Physical Education

Grades 7-12 - 24 semester hours

Required courses: PED 186-Wellness/Fitness Appraisal, 1 hr.; 296-Self-Testing and Movement Fundamentals, 1 hr.; 282-First Aid, 2 hrs.; 291-Motor Behavior, 2 hrs.; 298-Foundations of Physical Education, 3 hrs.; 383-Kinesiology, 3 hrs.; 395-Curriculum Construction in Physical Education, 3 hrs.; 481-Physiology of Exercise I, 3 hrs.

Elementary school emphasis-six hours, PED 292-Rhythms, 2 hrs.; 293-Games of Low Organization, 2 hrs.; 294-Techniques for Teaching Sports, 2 hrs.

Middle/secondary school emphasis-six hours, PED 155-Dance Activities, 1 hr.; 162-Hiking and Outdoor Education, 1 hr. Select four courses from PED 111 through 199-4 hrs.

Minor-Health and Safety Education

24 semester hours

Required courses: PED 281-Personal Health Science, 3 hrs.; 282-First Aid, 2 hrs.; 286-Safety Education, 2 hrs.; 382-Community Health, 2 hrs.; 482-School Health, 3 hrs. Select one course from BIOL 105-Biology of Human Concern, 121-Human Anatomy and Physiology I, or 122-Human Anatomy and Physiology II, 3 hrs. Select

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

Endorsement-Coaching

16 semester hours

Required courses: PED 381-Care and Prevention of Athletic Injuries, 3 hrs.; 383-Kinesiology, 3 hrs.; 431-Principles and Problems of Coaching, 3 hrs.; 481-Physiology of Exercise I, 3 hrs.

Select two (2) courses from the following: PED 342-Water Safety Instructor; 432-Coaching Baseball; 434-Coaching Volleyball; 436-Coaching Football; 437 Coaching Basketball; 438-Coaching Soccer; 485-Coaching Track and Field, 4 hrs.

Activity classification: The second digit indicates the type of activity.

111-118 - Individual and Dual Sports

121-128 - Individual and Dual Sports

131-138 - Team Sports, Coaching

141-148 - Aquatics

151-158 - Combatives, Gymnastics, Dance

161-168 - Recreation

171-178 - Program Expansion

181-188 - Health, Fitness, Wellness

191-198 - Professional Preparation

199 - Courses offered through Extended Services that meet physical education specifications but will not be included in the physical education program permanently.

Course Descriptions

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

Except for PED 191 and PED 186, one of the courses listed below may be used to satisfy the physical activity portion of the two semester hour University Core Curriculum Health and Fitness requirement. Students will demonstrate sports skills with an understanding of rules, terminology, strategy, and etiquette necessary for participation in physical activity. The student and his/her advisor will select 100-level activity classes appropriately.

- 111 Archery (1)
- 112 Badminton (1)
- 113 Billiards (1)
- 114 Golf (1)
- 115 Handball (1)
- 116 Paddleball (1)
- 117 Racquetball (1)
- 118 Table Tennis (1)
- 121 Skating (1)
- 122 Bowling (1)
- 123 Tennis (1)
- 131 Field Hockey (1)
- 132 Softball (1)
- 134 Volleyball (1)
- 136 Touch Football (1)
- 137 Basketball (1)
- 138 Soccer (1)
- 139 Speedball (1)
- 141 Beginning Swimming (1)
- 142 Advanced Swimming (1)
- 143 Aquatic Exercise (1)
- 151 Introduction to Karate (1)
- 152 Beginning Tumbling (1)
- 153 Intermediate Tumbling and Apparatus for Men (1)
- 154 Intermediate Tumbling and Apparatus for Women (1)
- 155 Dance Activities (1)
- 161 Fishing (1)
- 162 Hiking and Outdoor Education (1)
- 163 Sailing (1)
- 164 Equestrianship (1)
- 181 Aerobics I (1)
- 182 Weight Training (1)
- 183 Aerobic Dance I (1)

184 Dynamic Floor Exercise (1)

185 Step Aerobics (1)

186 Wellness/Fitness Appraisal (1) Students will assess present level of physical fitness and wellness and establish behavior modification strategies to address areas which need improvement. Topics of discussion include nutrition, weight control, components of physical fitness, stress management, tobacco use and addictive behaviors, and sexually transmitted diseases.

187 Aerobicise (1)

191 Orientation to Health, Physical Education and Recreation (1)

199 Special Activities (1)

Physical Education

NOTE: The following description applies to the officiating courses- PED 232, 234, 236, 237, 238 and 285. An in-depth look at the mechanics, rules, and officiating techniques for each sport with emphasis on high school interscholastic participation. The IHSAA or appropriate licensing examination may be taken at the completion of each course. An additional fee will be charged for administration of exam.

232 Officiating of Baseball (1)

234 Officiating of Volleyball (1)

236 Officiating of Football (1)

237 Officiating of Basketball (1)

238 Officiating of Soccer (1)

244 Lifeguard Training (2) ARC certification in lifeguarding, CPR for professional rescuer and first aid. If CPR and First Aid for the Professional Rescuer certification is obtained in PED 244, P.E. majors are exempt from PED 282. F

281 Personal Health Science (3) Examination of attitudes, research facts, and misconceptions pertaining to personal health needs and practices, nutrition, family living, sexuality, drug use and abuse, disease prevention, safety, first aid, and public health resources. Sp, F, Su

282 First Aid (2) Course includes first aid measures recommended by the American Red Cross. Skill training provided for certification in Standard First Aid and CPR. Sp, F

284 Stress Management (2) A study of the elements which manifest stress, its impact, and strategies to minimize its effect on daily life.

285 Officiating of Track and Field (1)

286 Safety Education (2) This course is designed to examine the hazards present in all aspects of modern life as applied to school aged children that may produce property damage, injury, and/or illness. The activities of transportation, recreation, education, and home living are assessed for safety. Intervention strategies are presented. A field experience at a local safety agency may be required. Su

291 Motor Behavior (2) A study of the motor development of children through adolescence, their motor learning capabilities and the factors which influence skill acquisition, retention, and transfer. Sp, F

292 Rhythms (2) Exposure to movement set to music or some structured sounds. Emphasis placed on the use of movement, small equipment, and music. Materials are developed for teacher use in elementary school grades 1-6. Sp, F

293 Games of Low Organization (2) An applied theory course in mass games, relays, and activities suitable for children in elementary school grades. Sp, F

294 Techniques for Teaching Sports (2) Techniques for teaching students in upper elementary and middle school to play sports. Students will develop and teach learning activities illustrating transition techniques used to link fundamental movements and sports skills, simple strategies and complex offenses, defenses and simple games, relays, and sophisticated sports. Sp

295 Physical Education for the Classroom Teacher (3) Provides students with basic information about teaching elementary school physical education. Participation in activities for children in grades 1-6. Elementary education majors only or consent of instructor. Sp, F, Su

296 Self-Testing and Movement Fundamentals (1) Skill acquisition and the study of the mechanics of locomotor, non-locomotor, and manipulative skills. F

298 Foundations of Physical Education (3) Orientation to career opportunities in physical education. Examination of sociological, historical, and philosophical foundations, current issues and trends. Field experiences may be required. Sp, F

299 Field Experience in Physical Education (1) Guided laboratory experience including exposure to the nature of teaching and learning physical education in a local school. Prereq: PED 200 level course(s), or permission of instructor. F

342 Water Safety Instructor (2) Students will receive preparation for certification as an American Red Cross water safety instructor. Prereq: pass American Red Cross skills assessment. Sp

381 Care and Prevention of Athletic Injuries (3) The basic fundamentals used by the athletic trainer. Major emphasis will be given to recognition, initial care, and prevention of athletic injuries and/or illnesses. Suggested prereq: BIOL 121 and 122. Sp

382 Community Health (2) A comprehensive explanation of community health is constructed. The problems of community health are investigated. Prevention and intervention programs are examined as applied to school aged children. A field experience at a local health service agency may be required. Sp

383 Kinesiology (3) The study of mechanics of human body movements including the interrelationships of bones, joints, and muscles. Prereq: BIOL 121 and 122. Sp, F

385 Exercise Leadership (3) A course designed to prepare students to design and implement lessons that progressively and safely develop health-related fitness for people of varied fitness levels. Sp

390 Special Topics in Physical Education (1-3) The purpose of the course is to provide students with an opportunity to do personal research in a specialized area in physical education.

391 Biomechanics (3) An analysis of movement tasks and their relationship to each other. To apply the kinematic (velocity and acceleration) and kinetic (force) concepts for the mechanical analysis of human movement. Prereq: BIOL 121 and 122. Sp, F

392 Activity Modifications for Special Populations (3) A study of dysfunctions and characteristics of people with atypical performances. Basic concepts and techniques of modifying physical activity for people with special needs. Prereq: PED 200 level classes. Sp

394 Measurement and Evaluation in Physical Education (3) This course describes the development and implementation of physical and cognitive tests in physical education and exercise science. Included in this course are techniques for data analysis and student assessment through the use of current, basic testing, and statistical procedures. Upon successful course completion, students demonstrate the ability to collect, analyze, and present data in a scientific manner. Students organize data on Excel spreadsheets, analyze data manually and through computer programs, and develop a PowerPoint presentation through which project results are presented. Sp, F

395 Curriculum Construction in Physical Education (3) Planning programs, units, and lessons in physical education to achieve long- and short-term curriculum goals. Prereq: PED 200-level classes. F

396 Teaching Physical Education (3) Examination of teaching styles as they relate to people of different ages and abilities, subject matter complexity, facility, and equipment availability. Students will plan, implement, and evaluate an activity program at the elementary, middle, or secondary school level. Prereq: PED 395. Sp

431 Principles and Problems of Coaching (3) Examination of the basic philosophies and concepts of coaching. Attention will be focused on the background information of coaching in general rather than on specific sports. Topics and study will include nature of coaching background for athletics, program organization, conditioning, motivation, and public relations as they relate to the coaching position.

Course Descriptions for PED 432, 434, 436, 437, 438, 485.

The components of coaching each sport will be analyzed from the perspective of the coach. Topics will include conditioning, fundamentals, team strategy, tournaments, meets and matches, rules and their application to game play. Practicum experiences will be arranged by the instructor.

432 Coaching Baseball (2)

434 Coaching Volleyball (2)

436 Coaching Football (2)

437 Coaching Basketball (2)

438 Coaching Soccer (2)

481 Physiology of Exercise I (3) Analysis of the factors and principles involved with the physiological function of the human body during exercise, as well as the adaptations associated with physical training, and the acute and chronic responses to exercise. The course includes laboratory experiences demonstrating these principles. Prereq: BIOL 121 and 122 (3-1) Sp, F

482 School Health (3) This course seeks to present the background, content, and strategies necessary for teaching health education as part of a comprehensive school health program. Students may be required to fulfill field experiences at a local school. F

483 Physiology of Exercise II (3) Interpretation and application of the factors and principles of physiological functions during exercise in

differing populations and classifications of people and under varying environmental conditions. The course integrates current research and laboratory experiences as a major emphasis. Prereq: PED 481 (3-1), CHEM 107, PHYS 175. Sp

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

485 Coaching Track and Field - 2 hours.

491 Organization and Administration of Physical Education and Related Programs (3) The basic problems in the organization and administration of physical education and related programs with an investigation of materials for their solutions. Prereq: Senior standing. Sp, F

492 Contemporary Issues in Sport and Exercise (3) This course will enable students to integrate information from their educational experiences to critically examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, trends, and challenges will be presented with the intent of provoking thought and stimulating debate, so that students may identify their role in the resolution of issues. Su

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

499 Practicum (3-5) Practical experience in an area of professional preparation. Prereq: Must have completed required courses in major. Sp, F

592 Contemporary Issues in Sport and Exercise (3) This course enables students to integrate information from their educational experiences to examine and analyze contemporary issues in sport and exercise from an interdisciplinary perspective. Current issues, controversies, and future trends in sport/exercise are to be critically discussed and debated through active class participation. Students will develop individual positions/opinions about issues being critiqued and identify their role in the resolution of those issues. Su

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

601 Physical Training for Optimal Performance (3) This course will provide information regarding the methodologies and results of aerobic and anaerobic physical training in various internal and environmental physical conditions, for young, middle-aged, and elderly men and women. The basis for training under certain nutritional, psychological, and physical regimens will be described and evaluated. Su

602 Teaching Difficult Topics in Health (3) This course is designed to desensitize subject matter often considered taboo, sensitive, or controversial. Students will investigate current theory, pedagogy, and their own attitudes about such topics as: AIDS, homosexuality, obesity, dying, eating disorders. Unit plans for teaching will be developed. Su

Department of Social Work

The Bachelor of Social Work program is designed for students who desire a professional degree in preparation for entry into social work positions within local, state, and federal social services agencies and programs. This program is fully accredited by the Council on Social Work Education. Students graduating from the program will possess a solid liberal arts foundation through the University Core Curriculum integrated with professional social work knowledge. The principal educational objective of the program is to prepare students for beginning social work practice. The focus of the program is to prepare generalist bachelor's-level practitioners with the knowledge, skills, and ethical principles needed for work with diverse populations. Students will be prepared to work with a variety of client systems including: individuals, families, groups, organizations, institutions, communities, and society in general.

Curriculum content is carefully constructed to expose the student to the following core knowledge areas:

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

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

Admission

The philosophy of the program is geared toward preparing the highest quality professional for the social work field. Therefore, students interested in a major in social work must be admitted into the program. The student must satisfy the following requirements for admission:

1. Students are required to review and update their student academic file in the Social Work Department by the start of the application process. Included in

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

2. A cumulative GPA of 2.6 on a 4.0 scale is required for admission to the Social Work Program. The prerequisite courses must be completed by the beginning of the semester a student plans to enroll in courses identified for majors only.
3. Completion of the following 12 hours of social work prerequisite courses with a 2.75 GPA and a grade no lower than C in each class.
SOCW 221-Introduction to Social Work, 3 credit hours
SOCW 222- Social Welfare: Emergence of the Social Services, 3 credit hours
SOCW 239-Human Behavior and the Social Environment, 3 credit hours
SOCW 241-Social Work Intervention, 3 credit hours
4. Completion of 36 hours of University Core Curriculum (UCC) courses with a minimum grade of C in each of the following courses:
Composition – one English Composition course
Western Culture – one Humanities course
Science – one Biology of Human Concern course
Individual Development/Social Behavior
PSY 201-Introduction to Psychology
PSY 261-Lifespan Development Psychology
SOC 121-Principles of Sociology
SOC 231-Social Problems
POLS 101-Introduction to Political Science; or
POLS 102-Introduction to American Politics.
Students who attend a junior college may take State and Local Government.
(Only six hours from the above list may be applied to the UCC. Psychology 261 is not a UCC course)
5. Math 100-Intermediate Algebra or higher with a minimum grade of C.
6. Transfer students will be evaluated on an individual basis. They must meet the minimum course work requirement(s) or their equivalent(s) to be eligible for admission to the program.
7. Completion of the application is required. It is the applicant's responsibility to provide all materials to the Social Work Department by the application deadline. The application must be complete to be reviewed by the admission committee.
8. A formal interview is a required part of the admission process. Each student will have an interview scheduled when the application is complete.

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

The evaluation process will focus upon academic standards and additional criteria including evidence of a commitment to social work values, basic understanding of social work, professional attitude, stable mental/emotional processes, and evidence of good writing and oral communication skills.

All eligible students are invited to apply. The program actively encourages minorities and students from disadvantaged groups to apply. The program does not discriminate on the basis of race, color, gender, sexual orientation, age, religion, national origin, marital status, political belief, or disability.

Upon completion of the application process, students will be notified in writing of the decision of the Admissions Committee. It should be noted there is a "cap" on admissions; only a limited number of qualified students are admitted each year. Students denied admission into the Bachelor of Social Work program shall have the right of appeal. Students who are admitted into the program must achieve a C+ or better in all social work classes, with the exception of statistics in which a C or better is required, and a minimum overall grade point average of 2.6 on a 4.0 scale. Students who fail to progress in their course work for more than one semester will be required to reapply to the program. Students who are not enrolled for two semesters or longer will be required to graduate under the bulletin in effect at the time they re-enter.

Major – Social Work

51 semester hours

Required courses: 221-Introduction to Social Work, 3 hrs.; 222-Social Welfare-Emergence of the Social Services, 3 hrs.; 239-Human Behavior and the Social Environment, 3 hrs.; 241-Social Work Intervention, 3 hrs.; 325-Introduction to Social Work Statistics, 3 hrs.; 326-Introduction to Social Work Research, 3 hrs.; 340-Communications Skills, 3 hrs.; 341- Social Welfare Policy-Program and Service Delivery Analysis, 3 hrs.; 342-Social Work Practice with Micro Systems I, 3 hrs.; 343-Social Work Practice with Micro Systems II, 3 hrs.; 344-Social Work Practice with Macro Systems, 3 hrs.; 401-Social Work Practicum I, 3 hrs.; 402-Social Work

Practice I-Integration Seminar for Social Work Practicum I, 3 hrs.; 411-Social Work Practicum II, 6 hrs.; 412-Social Work Practice II-Integration Seminar for Social Work Practicum II, 3 hrs.; 413-BSW Project-Research Study, 3 hrs.

A student must be admitted to the social work program before enrolling in courses designated for majors only.

Social Work electives: The following courses are not part of the required core and are open to all students: 223-Introduction to Gerontology, 3 hrs.; 225-Child Welfare Services, 3 hrs.; 238-Disabilities in Contemporary Society, 3 hrs.; 323-Social Work Practice with the Aged, 3 hrs.; 390-Independent Study in Social Work, 1-3 hrs.; 400-Special Topics in Human Service Practice, 3 hrs.

Course Descriptions

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

221 Introduction to Social Work (3) This course is an introduction to the field of social work and is the prerequisite for all required social work courses. The class is designed to expose the student to the profession of social work, an overview of systems theory, and the relationship of the social worker to the overall social welfare system. The course will emphasize a core understanding of generalist social work practice, the NASW Code of Ethics, and the social work roles needed to impact systems to solve human problems. Special emphasis will be placed on helping the student to develop an understanding and appreciation for diverse cultures, social and economic justice, disabilities, and populations at risk. Open to all students. No prereq. F, Sp, Su

222 Social Welfare: Emergence of the Social Services (3) This course explores the philosophical and historical evolution of the American social welfare system. Course content will cover public and voluntary efforts to deal with poverty and other social problems. Theories of political influence on social change are addressed. Content on social justice, oppression, discrimination, spirituality, and diversity are included. Open to all students. Prereq: SOCW 221. F, Sp

223 Introduction to Gerontology (3) This is an introductory course to the field of gerontology with an emphasis on programs, resources, and services provided to older populations. Open to all students. No prereq. Sp

225 Child Welfare Services (3) This introductory course provides a survey of child welfare services in the human services field. Various services are examined including child abuse and neglect, adoption, foster care, and family support services. Open to all students. No prereq. F, Sp

238 Disabilities in Contemporary Society (3) This course explores important issues regarding disabilities in contemporary society. The history of treatment of people with disabilities will be explored with an emphasis on the implications of this history in current programs and services. Special emphasis will be placed on a critical analysis of the

assumptions that support contemporary thinking about disabilities and the service delivery systems based on these assumptions. The range of disabilities addressed will include developmental, adventitious, hidden, and visible. Open to all students. No prereq. Sp

239 Human Behavior and the Social Environment (3) This course is designed as a focal point of integration for human behavior content already encountered in life span development, biology of human concern, and social work courses required of pre-majors. The overall goal of this course is to assist the student in understanding the “person-in-environment” and systems concepts when working with individuals, families, and groups. This course will also provide opportunities for the student to understand the biological, psychological, sociological, and spiritual aspects of individuals as well as other cultures and minority groups. As a result, students will be able to integrate these components of human behavior as a generalist social worker. Prereq: SOCW 221, SOCW 222, SOC 121, PSY 201, PSY 261, and BIOL 105. F, Sp, Su

241 Social Work Intervention (3) Basic introduction to generalist social work practice and its various modes of intervention. The course gives the student a frame of reference for analyzing various systems encountered in social work practice and an opportunity to experience some of the concepts, skills, value systems, and activities which are the foundation of the practice of social work. Prereq: SOCW 221, SOCW 222, PSY 201, PSY 261, SOC 121, and BIOL 105. F, Sp

243 Social Work Practice with the Aged (3) This course is designed to give the student an overview of the variety of social, psychological, physical, economical, and environmental issues that confront our aging population today. Students will be exposed to a number of social work generalist roles, primary prevention strategies, and relevant social work interventions which are based on major theoretical approaches in working with this population. Open to all students. No prereq. F

245 Introduction to Social Work Statistics (3) This basic statistics course is designed to expose students to descriptive and inferential statistical measurements. The course will overview various methods of data collection, analysis, and presentation. Research methodology and related issues will be examined as they pertain to the social work researcher and more specifically, the social work practitioner. Prereq: SOCW 221 and MATH 100. Open to social work majors and pre-majors or consent of instructor. F, Sp

246 Introduction to Social Work Research (3) The course is designed to expose the student to the fundamentals of social work research methodology. Students will gain basic skills and knowledge related to hypothesis development, sampling procedures, research methodology, measurement processes, and evaluative procedures. Careful attention will be paid to research methodology used by the social work professional to evaluate macro and micro practice situations and program development. Prereq: SOCW 325 and open to social work majors and pre-majors or consent of instructor. Sp, Su

248 Communications Skills (3) A laboratory experience that engages students in experiential learning situations which enhance interpersonal communication and professional interviewing skills essential to the helping professions. Variables including culture, race, gender, age, ethnic background, disability, and social and economic justice will be examined as they impact the professional communications process. Open to social work majors only. F

249 Social Welfare Policy-Program and Service Delivery Analysis (3) Social work is a policy-based profession and this course takes the

student through the analysis of policy as it affects the practice of social work. The student will study the historical, social, political, and economical aspects of social welfare policy and engage in the analysis of a social welfare policy. The course also will be examining the impact of policy change on both diverse groups and populations at risk. Open to social work majors only. F

250 Social Work Practice with Micro Systems I (3) This course is designed to build knowledge and develop the skills needed to work with individuals in a variety of settings. The Generalist Intervention Model is used as a systems theory to help the student in understanding and completing assessments and in developing intervention plans among diverse populations and populations at risk. The student also will explore ethical and value issues that confront the social worker. Open to social work majors only. F

251 Social Work Practice with Micro Systems II (3) The purpose of this course is to train student social workers in group methods that will be utilized in generalist social work practice situations. The types of social group work are covered, the history of group work, and the skills needed to be an effective group leader are presented. Students also will be exposed to group work with both diverse groups and/or populations at risk. Open to social work majors only. Sp

252 Social Work Practice with Macro Systems (3) The macro course prepares social work students to facilitate planned changes in the community and within agencies. Social work macro practice theory and strategies will be presented to students in the course. The student will demonstrate learning by identifying a problem or need in the community, developing an implementation plan based on solid research, and carrying out the implementation plan and evaluating the results. Open to social work majors only. Sp

253 Independent Study in Social Work (1-3) This course is intended for the examination of special topics in social work on an individual basis. Topics will be developed and examined on an arranged basis in agreement with the student and the supervising faculty member. Research will culminate in a scholarly paper submitted by the student. Prereq: Social Work junior standing and consent of instructor. F, Sp, Su

254 Special Topics in Human Service Practice (3) This course provides students exposure to a variety of selected topics of current interest and importance in human service delivery. These topics will change with the interests of faculty and students. Prereq: sophomore standing. F, Sp, Su

255 Social Work Practicum I (3) An experiential, on-site supervised learning opportunity consisting of a minimum of 150 contact hours per semester or approximately 12 hours per week in a local social service agency approved by the director of field in the Social Work Department. The student will be exposed to the actual skills and behavior of the professionals in social work and will have the opportunity of testing newly formed values and knowledge. Open to social work majors only. Must be taken concurrently with SOCW 402. Prereq: senior standing and consent of the director of field. F

256 Social Work Practice I-Integration Seminar for Social Work Practicum I (3) The focus is on integrating classroom knowledge content as it relates to the issues of the field practicum. Open to social work majors only. Must be taken concurrently with SOCW 401. Prereq: senior standing and consent of the director of field. F

411 Social Work Practicum II (6) Course provides supervised experiential learning external to the classroom. A minimum of 300 contact hours per semester or approximately 20 hours per week are spent in a community social service agency or related organization to develop social work skills and gain supervised practice in performing the role of social worker. Open to social work majors only. Must be taken concurrently with SOCW 412. Prereq: senior standing, completion of all social work major courses except 412 and 413, and consent of the director of field. Sp

412 Social Work Practice II-Integration Seminar for Social Work Practicum II (3) Focus is on providing field students the opportunity of resolving issues encountered in the practicum by consulting with their peers. Under the direction of the faculty, the students participate in consultation/training and peer interaction to enhance the learning gained in the field practicum. Open to social work majors only. Must be taken concurrently with SOCW 411. Prereq: senior standing, completion of all social work major courses except 411 and 413, and consent of the director of field. Sp

413 BSW Project-Research Study (3) The student will choose from one of several "Project Options." With the guidance of the social work faculty, students are expected to carefully develop a project which culminates in a "Senior Level" project or research term paper. The paper will be developed in the final semester of the student's senior year. The student must have completed all social work requirements, with the exception of SOCW 411 and 412. Open to social work seniors only. Sp

Department of Teacher Education

The Department of Teacher Education offers the following programs:

- the undergraduate majors in elementary education and special education
- the professional education component for secondary and all-grade teaching majors
- minors in special education, reading, and language arts; endorsements in kindergarten education and computers
- junior high/middle school endorsement
- the Associate of Science degree program in early childhood education
- Master of Science degree programs in elementary and secondary education

Elementary Education

The student who desires to become an elementary school teacher will complete the following minimum course of study that leads to a Bachelor of Science degree and standard license in the State of Indiana, which is valid for teaching all subjects in grades one to six inclusive. A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned. Elementary education majors are encouraged to complete a teaching minor, also.

Information regarding course offerings, special program options such as partner school initiatives, the "Block," and current news regarding teacher education is available at Elementary Education, Teacher Education, Bower Suhrheinrich School of Education and Human Services on the University Web site, www.usi.edu.

Major-Elementary Education Requirements

Social Science requirement

12 semester hours:

EDUC 302-Multicultural Education, 3hrs.; HIST 101-The United States to 1865, 3 hrs.; or 102-The United States Since 1865, 3 hrs.; 111-World Civilization I, Beginnings to 1500, 3 hrs.; or 112-World Civilization II, 1500-Present, 3 hrs.

Elective course: A three-hour course selected from the University Core Curriculum individual development/social behavior (C2) area as directed by the advisor.

Science requirement

11 semester hours

Required courses: Science Education 393A-3 hrs.

Elective Courses: Select University Core Curriculum courses from at least two of the following areas: chemistry, biology, physics, and earth/space science

Mathematics requirement

9 semester hours

Required courses: MATH 104-Basic Elementary Mathematics I, 4 hrs.; 204-Basic Elementary Mathematics II, 3 hrs.; 205-Computer Science for Teachers, 2 hrs.

Language Arts requirement

15 semester hours

Required courses: English Composition-6 hrs.; SPCH 101-Introduction to Public Speaking, 3 hrs.; or 107-Introduction to Interpersonal Communication, 3 hrs.; EDUC 343-Children's Literature, 3 hrs.; University C4 requirement-3 hrs.

Arts requirement

7 semester hours

Required courses: ART 395-Art Education, 3 hrs.; or EDUC 220-Introductory Crafts, 3 hrs.; MUS 201-Elements of Music, 2 hrs. and 301-Elementary Music Education, 2 hrs.

Other required courses

18 semester hours

Humanities: a second C4 course and B2 Arts area, 6 hrs.

PED 281-Personal Health Science, 3 hrs.; 295-Physical Education for the Classroom Teacher, 3 hrs.; Ethics (B1)-3 hrs.; Global Communities (C5) -3 hrs.

Professional Education

Required courses: EDUC 198-Introduction to Education, 3 hrs.; 201-Growth and Development: Middle Childhood, 3 hrs.; 214-Instructional Technology in Education, 3 hrs.; 294-Foundations of Education, 3 hrs.; 302-Multicultural Education 3 hrs.; 306-Educating Exceptional Children, 3 hrs.; 366-Educational Assessment, 3 hrs.; 388-Teaching Social Studies in the Elementary School, 3 hrs.; 393-Science Education, 5 hrs.; 397-Reading and Language Arts in the Elementary School, 5 hrs.; 398-Balanced Reading Strategies and Practices, 3 hrs.; MATH 392-The Teaching of Elementary School Mathematics, 3 hrs.; 458-Synthesis Seminar in Elementary Teaching, 3 hrs.; 471-Supervised Teaching in the Elementary School, 9 hrs.

NOTE: EDUC 472-Supplemental Supervised Teaching in the Elementary School, 3 hrs. also is required if no practicum is taken.

General electives: Electives will be used to strengthen the student's program in relation to the individual needs or to provide for an auxiliary area or a minor.

Special Education

The student who desires to become a special education teacher will complete the following minimum course of study that leads to a Bachelor of Science degree and standard Indiana license in exceptional needs: mild intervention. Candidates select a program option: a) elementary/middle school for grades K-six, and b) middle school/secondary school for grades five-12. A Bachelor of Arts degree may be earned when the appropriate amount of credit in a foreign language is earned. Special education majors are encouraged to complete a teaching minor, also.

Information regarding course offerings, special program options such as partner school initiatives, and current news regarding teacher education is available at Degrees, Special Education on the University Web site, www.usi.edu.

Major – Special Education Requirements

UCC-A The Mind (12-13 hrs.)

A1. (9 hrs.) ENG 101-Rhetoric and Composition I, 3 hrs.; 201-Rhetoric and Composition II, or SPCH 101 or 107-3 hrs.

A2. (3-4 hrs.) Required for elementary/middle school emphasis-MATH 104-Basic Elementary Mathematics I, 4 hrs.; 204-Basic Elementary Mathematics II, 3 hrs.; or required for middle/secondary school emphasis-108-Survey of Mathematics, 4 hrs.

UCC-B The Self (8 hrs.)

B1. Ethics-3 hrs.; B2. The Arts-3 hrs.; B3. Health and Fitness-PED 186-Wellness/Fitness Appraisal or 281-Personal Health Science or BIOL 176-Nutrition or NUTR 376-Principles and Applications in Nutrition or OT 310-Applied Pathophysiology I, and one PED activities course (100-level).

UCC-C The World (26-27 hrs.)

C1. HIST-3 hrs.;

C2. Individual development/social behavior-3 hrs.;

C3. Science (8-9 hrs.) One laboratory course requirement. Select courses from Biology, Chemistry, Geography, Geology, Physics, or Met.

C4. Western Culture (6 hrs.) Complete either I or II.

I. Select one course from each of A) or B)

A. HUM 211-The Western Tradition in the Humanities I; 221-The Western Tradition in Art History I; 231-The Western Tradition in Philosophy I; or 241-The Western Tradition in Literature I, 3 hrs.;

B. HUM 212-The Western Tradition in Humanities II; 222-The Western Tradition in Art History II; 232-The Western Tradition in Philosophy II; or 242-The Western Tradition in Literature II, 3 hrs.; OR

II. Select both courses from either A) B) C) or D).

A. FREN 203-Intermediate French I and 204-Intermediate French II, 6 hrs.;

B. GERM 203-Intermediate German I and 204-Intermediate German II, 6 hrs.;

C. LATN 203-Intermediate Latin I and 204-Intermediate Latin II, 6 hrs.;

D. SPAN 203-Spanish Review and 204-Reading and Discussion of Contemporary Problems of the Spanish World, 6 hrs.

C5. Global Community-3 hrs.

Candidates must complete a) elementary/middle school emphasis or b) middle/secondary school emphasis.

Elementary/Middle School Emphasis: EDUC 198-Introduction to Education, 3 hrs.; 201-Growth and Development: Middle Childhood, 3 hrs.; 214-Instructional Technology in Education, 3 hrs.; 294-Foundations of Education, 3 hrs.; 302-Multicultural Education, 3 hrs.; 304-Growth & Development: Early Adolescence, 3 hrs.; 306-Educating Exceptional Children, 3 hrs.; 343-Materials and Background of Children's Literature, 3 hrs.; 397-Reading and Language Arts in the Elementary School, 5 hrs.; 398-Balanced Reading Strategies and Practices, 3 hrs.; 411-Legal and Contemporary Issues Related to Exceptional Needs, 3 hrs.; 412-Evaluation and Exceptionality: Assessment, Interpretation, and Instructional Design, 3 hrs.; 413-Learning Strategies for Students with Exceptional Needs, 3 hrs.; 415-Management and Exceptionality: Environmental, Social, and Behavioral Aspects, 3 hrs.; 421-Exceptional Needs: Practicum I, 3 hrs.; 422-Exceptional Needs: Practicum II, 3 hrs.; 423-Collaborative Partnerships, 3 hrs.; 488-The Middle School Curriculum, 3 hrs.; 438-Synthesis Seminar in Special Education, 3 hrs.; Choose two of the following: 424-Supervised Teaching: Exceptional Needs - Elementary-Primary, 6 hrs.; 425-Supervised Teaching: Exceptional Needs - Elementary-Intermediate, 6 hrs.; 426-Supervised Teaching: Exceptional Needs - Middle School/Junior High, 6 hrs.

General electives: Electives will be used to strengthen the student's program in relation to the individual needs or to provide for an auxiliary area or a minor.

Middle/Secondary School Emphasis: EDUC 198-Introduction to Education, 3 hrs.; 202-Growth and Development: Adolescence and Young Adult, 3 hrs.; 214-Instructional Technology in Education, 3 hrs.; 294-Foundations of Education, 3 hrs.; 302-Multicultural Education, 3 hrs.; 304-Growth & Development: Early Adolescence, 3 hrs.; 305-Teaching and Learning in the Senior High, Junior High, and Middle School, 3 hrs.; 306-Educating Exceptional Children, 3 hrs.; 411-Legal and Contemporary Issues Related to Exceptional Needs, 3 hrs.; 412-Evaluation and Exceptionality: Assessment, Interpretation, and Instructional Design, 3 hrs.; 413-Learning Strategies for Students with Exceptional Needs, 3 hrs.; 415-Management and Exceptionality: Environmental, Social, and Behavioral Aspects, 3 hrs.; 417-Transition and Exceptionality, 3 hrs.; 421-Exceptional Needs: Practicum I, 3 hrs.; 422-Exceptional Needs: Practicum II, 3 hrs.; 423-Collaborative Partnerships, 3 hrs.; 488-The Middle School Curriculum, 3 hrs.; 493-Teaching Reading in the Content Areas, 3 hrs.; 438-Synthesis Seminar in Special Education, 3 hrs.;

426-Supervised Teaching: Exceptional Needs - Middle School/Junior High, 6 hrs.; 427-Supervised Teaching Exceptional Needs - Secondary School, 6 hrs.

General electives: Electives will be used to strengthen the student's program in relation to the individual needs or to provide for an auxiliary area or a minor.

Teaching Minors and Endorsements for Elementary Majors

These also supplement the General Elementary School Teacher Certificate and will be recorded on the certificate, thus qualifying the holder to teach the subject in departmentalized classes in elementary schools. They provide opportunities for elementary education majors to specialize in any one of the following areas:

Coaching
Computer
Conservation and Environmental Studies
French
Geography
German
Kindergarten
Language Arts
Mathematics
Physical Education
Reading
Science
Social Studies
Spanish
Special Education
Visual Arts

The student is directed to the minor pattern as described in the appropriate department.

Computer Endorsement 13 semester hours

The holder of the computer endorsement is eligible to teach a survey computer literacy course or serve as a building-level computer advisor.

Required courses: EDUC 214-Instructional Technology in Education or 4/565-Computers in the Curriculum, 3 hrs; 4/566-Authoring Educational Multimedia Resources, 3 hrs; choose from two: 4/561-Microcomputer Applications for Educators; 4/567-Teaching and Learning at a Distance; 4/568, Advanced Instructional Technology; CIS 276-Cobol Programming I, 3 hrs; EDUC 469-Special Topics in Computer Education or EDUC 443-Production Integration of Instructional Technology, 3 hrs.

Special Education Minor

24 semester hours

The program allows a teaching candidate to add exceptional needs: mild intervention licensure to an Indiana instructional license. This minor can only be used in conjunction with a major in elementary education or a middle school/high school content area teaching major.

Exploration Phase: EDUC 304-Growth & Development: Early Adolescence, 3 hrs.; 411-Legal and Contemporary Issues Related to Exceptional Needs, 3 hrs.; 415-Management and Exceptionality: Environmental, Social, and Behavioral Aspects, 3 hrs.; 423-Collaborative Partnerships, 3 hrs.

Analysis Block-Evaluation and Learning Strategies:

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

Synthesis Phase (Select one of the following): EDUC

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

Reading Minor – Teaching

23 semester hours

This program has been designed to prepare the student for professional work in the area of reading. The minor in reading is an excellent area of specialization for both prospective elementary and secondary teachers.

Required courses: EDUC 343-Children's Literature, 3 hrs.; 397-Reading and Language Arts in the Elementary School, 5 hrs.; 398-Balanced Reading Strategies and Practices, 3 hrs.; 455-Diagnostic Teaching of Reading, 3 hrs.; 478-Practicum in Reading Instruction, 3 hrs.; 493-Teaching Reading in the Content Areas, 3 hrs.

Elective course: Three hours selected from the following: EDUC 440-Current Trends in Reading, 3 hrs.; 490-Special Topics in Education, 3 hrs.; or other related electives as directed by advisor.

Language Arts Minor – Teaching

23 semester hours

This program has been designed to prepare the student to teach language arts at the junior high/middle school level.

Required courses: ENG 301-Advanced Composition, 3 hrs.; 313-Introduction to Linguistics, 3 hrs.; or 314-Survey of English Grammars, 3 hrs.; HUM 241-The Western Tradition in Literature I, 3 hrs. or 242-The Western Tradition in Literature II, 3 hrs.; ENG 261-Masterpieces of American Literature I, 3 hrs. or 262-Masterpieces of American Literature II, 3 hrs.; COMM 192-Introduction to Mass Communications, 3 hrs.; EDUC 397-Reading and Language Arts in the Elementary School, 5 hrs.

Elective courses: One course from *ENG 105-Introduction to Literature, 3 hrs.; 261-Masterpieces of American Literature I, 3 hrs.; 262-Masterpieces of American Literature II, 3 hrs.; 330-Ethnic Literature in America, 3 hrs.; EDUC 440-Current Trends in Reading, 3 hrs.; 455-Diagnostic Teaching of Reading, 3 hrs.; 493-Teaching Reading in the Content Areas, 3 hrs.

*If ENG 105 is elected, it is recommended it be taken prior to HUM 241 or 242.

Kindergarten Endorsement – Teaching

21 semester hours

This program has been designed to prepare the student for a professional career in Kindergarten teaching.

Required Courses: EDUC 343-Children's Literature, 3 hrs.; 242-Growth and Development: Early Childhood, 3 hrs.; 344-Family, School, Community Partnerships, 3 hrs.; 346-Early Childhood Curriculum II, 3 hrs.; 347-Early Childhood Curriculum II 3 hrs.; 476-Kindergarten Practicum, 3 hrs.; PED 281-Personal Health Science, 3 hrs.

Junior High/Middle School Endorsement

Students completing the requirements for a teaching license in elementary education, which includes grades one through six, also may qualify for a junior high/middle school teaching endorsement (grades five through nine) when they successfully complete the following:

- 1) EDUC 304-Growth & Development: Early Adolescence and 488-The Middle School Curriculum;
- 2) EDUC 477-Junior High/Middle School Practicum;
- and 3) a minor in an approved teaching area from lan-

guage arts, reading, physical education, science, social studies, mathematics or any other subject area taught in the junior high/middle school. Requirements for these minors are listed elsewhere in this publication.

Secondary Education

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

Professional Preparation Program for Senior High/Junior High/Middle School

The student who desires to become a senior high, junior high, and middle school teacher must complete the following pattern that leads to a Bachelor of Science degree and standard certification in the State of Indiana. This qualifies the holder to teach the specified subjects in grades 5 through 12.

Core Curriculum Requirements for Senior High/Junior High/Middle School and All-Grade Teachers

50 semester hours

See the University Core Curriculum section in this bulletin. Requirements are the same for all programs.

Professional Education Requirements for Senior High/Junior High/Middle School

Required Education Courses: EDUC 198-Introduction to Education, 3 hrs.; 202-Growth and Development: Adolescence and Young Adult, 3 hrs.; 214-Instructional Technology in Education, 3 hrs.; 294-Foundations of Education, 3 hrs.; 302-Multicultural Education, 3 hrs.; 304-Growth & Development: Early Adolescence, 3 hrs.; 305-Teaching and Learning in the Senior High, Junior High, and Middle School, 3 hrs.; 448-Synthesis Seminar in Secondary Teaching, 3 hrs.; 477-Junior High/Middle School Practicum, 3 hrs.; 488-The Middle School Curriculum, 3hrs.; 493-Teaching Reading in the Content Areas, 3 hrs.; the special methods course in the major teaching field, listed following; 2-4 hrs.; 473-Supervised Teaching in the Secondary School, 9 hrs.; 474-Supplemental Supervised Teaching in the Secondary School, 3 hrs. also is required if no practicum is taken.

Special Methods courses

- Business Methods 397-Teaching Business in the

Secondary School-3 hrs.

- Mathematics Methods 391-Teaching Mathematics in the Senior High, Junior High and Middle School-3 hrs.
- English Methods 395-Teaching English in the Senior High, Junior High and Middle School-2 hrs.
- Social Studies Methods 394-Teaching Social Studies in the Senior High, Junior High and Middle School-2 hrs.
- Communications Methods 411-Teaching Communications in the Senior High, Junior High and Middle School-2 hrs.
- Science Methods 396-Teaching Science in the Senior High, Junior High and Middle School-2 hrs.
- Foreign Language Methods 390-Teaching Foreign Languages in the Senior High, Junior High and Middle School-2 hrs.
- Art Methods 391-2 hrs.
- Art Education 395-4 hrs.
- Health Professions 478-School and Community Health Education Methods-3 hrs.
- Physical Education 396-Teaching Physical Education-3 hrs.

Teaching Areas

Students must select as a minimum one of the following patterns:

1. One teaching major (36 semester hours minimum)*
2. One teaching major (36 semester hours minimum) and one or more teaching minors (24 semester hour minimum)*
3. One all-grade major

*Science programs include a primary area and a supporting area. Social Studies programs include a primary area and two supporting areas.

Secondary Education Teaching Majors, Minors and Endorsements

Majors

Business Education
English
French
German
Health Occupations
Mathematics
Physical Education
Radio-Television
Science ¹
Social Studies ²
Spanish
Speech Communication and Theatre
Visual Arts

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

² Social Studies-Primary and supporting areas are available in economics, geography, government, psychology, sociology, U.S. history, and world civilization.

Minors

Biology
Chemistry
Conservation and Environmental Studies
Earth/Space Science
Economics
English
Exceptional Needs: Mild Intervention
French
German
General Science
Geography
Government
Health and Safety Education
Journalism
Mathematics
Physical Education
Physical Science
Physics
Psychology
Radio-Television
Reading
Sociology
Spanish
Special Education
Speech Communication and Theater
U.S. History
Visual Arts
World Civilization

Endorsements

Coaching
Computer

For lists of course requirements for majors, minors, and endorsements, see either the appropriate sections in the bulletin or personnel in the respective departments. Program course checklists also are available in the Bower-Suhrheinrich School of Education and Human Services.

Professional Preparation Program for All-Grade Education

The student who desires to become a teacher at all grade levels must complete the following requirements that lead to a baccalaureate degree and certification in the

state of Indiana. This qualifies holders to teach in the subject matter field(s) for which they are licensed in any public elementary or secondary school in Indiana.

University Core Curriculum for All-Grade Education 50 semester hours

See the University Core Curriculum section in this bulletin. Requirements are the same for secondary education and all-grade education.

Professional Education Requirements for All-Grade Education

Required courses: EDUC 198-Introduction to Education, 3 hrs.; 01-Growth and Development: Middle Childhood, 3 hrs.; 202-Growth and Development: Adolescence and Young Adult, 3 hrs.; 214-Instructional Technology in Education, 3 hrs.; 294-Foundations of Education, 3 hrs.; 302-Multicultural Education, 3 hrs.; 305-Teaching and Learning in the Senior High, Junior High, and Middle School, 3 hrs.; 493-Teaching Reading in the Content Areas, 3 hrs.

Professional semester:

Required courses: EDUC 448-Synthesis Seminar in Secondary Teaching or 458-Synthesis Seminar in Elementary Teaching, 3 hrs.; 471-Supervised Teaching in the Elementary School or 473-Supervised Teaching in the Secondary School, 9 hrs.; and 472-Supplemental Supervised Teaching in the Elementary School or 474-Supplemental Supervised Teaching in the Secondary School, 3 hrs.

Teaching Areas for All-Grade Education Majors

Physical Education
Visual Arts

Associate of Science Degree in Early Childhood Education

64 semester hours

The Associate of Science degree in early childhood education is a program designed to give prospective preschool teachers and child care workers the understanding in child development and the practical experiences needed to work effectively with young children. Students who complete this program will be prepared for employment in public school child care facilities, and other child care facilities such as day care centers, day care homes, private and cooperative nursery schools, church affiliated programs and Head Start classrooms. Students completing the associate degree also would be eligible to apply the completed course work toward a bachelor's degree in elementary education with an endorsement in kindergarten.

Early Childhood Education – Associate Degree Requirements

64 semester hours

University Core Curriculum - 24-25 hours

- A. The mind: cognitive abilities, 9 hours
ENG 101- Rhetoric and Composition I; 201- Rhetoric and Composition II; and SPCH 101- Introduction to Public Speaking
- B. The self: individual development, 6 hours
B1 Ethics, 3 hrs.
ENG 105-Introduction to Literature; or PED 281- Personal Health Science, 3 hrs.

NOTE: Only one hour from PED 281 can be applied to the University Core Curriculum

- C. The world: cultural and natural awareness - 9-10 hours
- C1. History
- C3. Science course from approved UCC list - 3-4 hrs.
Directed elective from C2-individual development and social behavior, C4-western culture, or C5-global communities - 3 hrs.

NOTE: This course must be selected from the approved list of UCC courses.

Professional Education

33 semester hours

Required courses: EDUC 241-Early Childhood Education, 3 hrs.; 242-Growth and Development: Early Childhood, 3 hrs.; 343-Materials and Background of Children's Literature, 3 hrs.; 256-Guidance of Young Children, 3 hrs.; 261-Special Needs: Early Childhood Education, 3 hrs.; 272-Health, Safety, Nutrition for the Young Child, 3 hrs.; 302-Multicultural Education, 3 hrs.; 344-Family, School, Community Partnerships, 3 hrs; 346-Integrated Curriculum I: Cognitive Domain, 3 hrs.; 347-Integrated Curriculum II: Creative/Affective, 3 hrs.; 355-Practicum in Early Childhood Education, 3 hrs.

Specialty Area

6 semester hours

Choose two of the following: EDUC 255-Growth and Development: Infants and Toddlers; 285-Early Childhood: Program Administration; 348-School-age Child Care, 6 hrs.

Electives 1-3 hrs.

NOTE: No grade below C will count toward a degree in this program and a minimum cumulative grade point average of 2.5 must be maintained.

Admission to teacher education or education course prerequisite requirements do not apply to this degree.

Course Descriptions

EDUC 198 is a prerequisite for all subsequent courses with the exception of EDUC 201 or 202 which may be taken concurrently.

198 Introduction to Education (3) The first course taken by all education students seeking the baccalaureate degree. Introduces prospective education majors to the education programs at USI, the Reflective Teacher Model, and the teaching profession. Field experiences are a component of this course. Prereq: 24 semester hours completed. F, Sp.

201 Growth and Development: Middle Childhood (3) Examines the early and current theories of child development in the areas of physical/motor, psychosocial (cultural influences), and cognitive/language/literacy development of students ages seven to 12 years. Focuses on the integration of research findings and theories of growth and development in elementary school practice. Guided field experience required. Prereq: EDUC 198 or co-requisite. F, Sp.

202 Growth and Development: Adolescence and Young Adult (3) Examines the early and current theories of adolescent/young adult development in the areas of physical, psychosocial (cultural influences), and cognitive/language/literacy development of adolescent/young adult students. Focuses on the integration of research findings and theories of growth and development in high school practice. Guided field experience required. Prereq: EDUC 198 or co-requisite. F, Sp.

205 Computer Science for Teachers (2) Provides the information and skills to utilize computers in the classroom. After an introduction to computers and terminology, students will learn to program in the BASIC language. Prereq: MATH 104, 204, or concurrent enrollment in MATH 204 or consent of instructor.

214 Instructional Technology in Education (3) Explores the design, development, selection, use, management, and evaluation of processes and resources for enhancing the teaching and learning process. These include a range of technologies from traditional media to advanced technologies. Skills in the production and use of effective print, projected, and display communications will be emphasized. Principles of page layout, typography, and graphics will be applied to the development of instructional units. F, Sp, Su

220 Introductory Crafts (3) Develops art techniques and skills in the elementary classroom. This course is designed to integrate the knowledge of art materials, skills, and creative expression as applied to art lessons in the elementary curriculum. Guided field experience required.

241 Early Childhood Education (3) Practical consideration of recent trends and techniques for the education of young children in nursery school, kindergarten, and primary grades. Observation and first-hand experiences with young children required.

242 Growth and Development: Early Childhood (3) Examines the early and current theories of child development in the areas of physical/motor, psychosocial (cultural influences), and cognitive/language/literacy development of students ages birth to eight years. Focuses on the integration of research findings and theories of growth and development in early childhood practice. Guided field experience required. F, Sp.

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

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

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

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

261 Special Needs: Early Childhood Education (3) Studies the various special needs conditions, early identification and intervention approaches, and the subsequent adaptations necessary for a classroom setting. Field experience required. Prereq: EDUC 242.

272 Health, Safety, Nutrition for the Young Child (3) Studies the link between proper nutrition, health, and child development. Special health and safety needs of young children will be explored as they relate to program plans in early childhood settings. Information for teachers to share with families will be developed. Field experience required. Prereq: EDUC 242.

285 Early Childhood: Program Administration (3) Analyzes and evaluates current educational programs for young children with emphasis on the management aspects of child care programs including personnel matters (employment, training, and dismissal); policies and procedures related to health, safety, fire regulations and facility maintenance; financial planning and budgeting; supervision of program; and parent relationships. Field experience required. Prereq: completion of 15 hours in early childhood education.

294 Foundations of Education (3) Examines the nature and functions of schools, using philosophical, historical, and sociological perspectives. Special attention will be given to the ways in which the pre-service teacher's beliefs (especially about knowledge, ethics, and human life) influence educational outcomes by helping to shape classroom life. F, Sp, Su

NOTE: ENROLLMENT IN TEACHER EDUCATION PROGRAMS REQUIRES PROGRAM ADMISSION STATUS FOR MOST COURSES AT 300 LEVEL AND ABOVE. CHECK PROGRAM REQUIREMENTS.

302 Multicultural Education (3) The purpose of this course is to explore the theory and knowledge base that supports multicultural education and an awareness of diversity within American society. Topics may include the critical study of issues as they relate to race and ethnicity, exceptionality, language and dialect, religion, gender, and age. Field experiences may be required. Prereq: EDUC 201 or EDUC 202 or EDUC 242. F, Sp, Su.

304 Growth & Development: Early Adolescence (3) Examines the early and current theories of early adolescent development in the areas of physical, psychosocial (cultural influences), and cognitive/language/literacy development of students ages 10 to 14 years. Focuses on the integration of research findings and theories of growth and development in middle school practice. Guided field experience required. F, Sp.

305 Teaching and Learning in the Senior High, Junior High, and Middle School (3) The nature of teaching and learning, including psychological principles, instructional planning, instructional techniques, curriculum, and evaluation. Prereq: EDUC 202 and admission to teacher education. Guided field experience required. F, Sp

306 Educating Exceptional Children (3) Defines and examines the nature and needs of exceptional children. Teaching methods that address each area of exceptionality and the effectiveness of these techniques will be discussed. The role of teachers, parents, and other relevant personnel will be investigated in relation to current practices which include mainstreaming, inclusion, least restrictive environment, and individual education program. F, Sp, Su

340 Special Topics in Early Childhood Education (1-3) Explores contemporary topics or innovative developments in early childhood education. Subtitle and credit hours determined by faculty at each offering.

343 Children's Literature (3) Introduces children's literature and its uses in elementary schools. Students read fiction and non-fiction literature, construct understandings about literacy elements, create and microteach integrative lessons, and reflect on the teaching experience. F, Sp, Su

344 Family, School, Community Partnerships (3) Examines the diversity of families and factors that influence parenting in contemporary society. Focuses on strategies to develop working partnerships with parents. Addresses ways to design parent-teacher conferences, parent education, and parent involvement in early childhood settings. Guided field experience required. F, Sp

346 Early Childhood Curriculum I (3) Examines theoretical views of cognitive development with a focus on how children, ages three through five in preschool settings, acquire, organize, and apply knowledge. Integrated methods and developmentally appropriate activities in early childhood education for math, science, and social studies are emphasized. Foundations for Young Children to the Indiana Academic Standards are emphasized. Field experience required. Prereq: EDUC 242. F, Sp

347 Early Childhood Curriculum II (3) Examines theories and importance of creativity in children's development. Integrated methods and developmentally appropriate activities for art, music, play, and movements curriculum for children ages three through five in preschool. Field experience required. Prereq: EDUC 242. F, Sp

348 School-Age Child Care (3) This course examines the needs of children in school age childcare, ages five to 12 years. Emphasis is placed on the study of the environment, curriculum, and schedule necessary for developmentally appropriate school-age programs in a variety of settings. Field experience required. Prereq: EDUC 242, 346, and 347 or consent of instructor.

351 Music and Movement for Young Children (3) Explores music, movement, and rhythms for young children with a focus on physical activity in developmentally appropriate activities in kindergarten and primary settings. Field experience required. Prereq: EDUC 242, admission to Teacher Education.

355 Practicum in Early Childhood Education (3) Relates theory to practice through supervised experiences in an early childhood setting. Students work under the general supervision of pre-school and University personnel. Su

356 Science and Math (Kindergarten/Primary) (3) Examines methods and materials in the areas of science and math that are developmentally appropriate for young children. Emphasis will be on planning

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

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

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

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

388 Teaching Social Studies in the Elementary School (3) Examines and uses methods, strategies, and materials that promote the development of social studies concepts and generalizations in the developing learner with an emphasis on the learner in the integrated curriculum. The course also provides an opportunity for critical self-reflection of the individual's teaching and within a social, supportive context offers assistance for improving practice. Guided field experience required. Prereq: admission to teacher education. F, Sp, Su

390 Teaching Foreign Languages in the Senior High, Junior High, and Middle School (2) Aims and methods of procedure in teaching foreign language. F, Sp

391 Teaching Mathematics in the Senior High, Junior High, and Middle School (3) The materials, devices, and methods of teaching mathematics. F, Sp

392 The Teaching of Elementary School Mathematics (3) The materials, devices, and methods of teaching mathematics in the elementary school. Guided laboratory experiences in local schools may be required. Prereq: MATH 104, 204, 205, and admission to teacher education.

393 Science Education (5) F, Sp, Su

- A. **Integrated Science:** Three semester hours designed to integrate physical, biological, and earth/space science concepts. The interrelatedness of all areas of science is stressed and experiences in problem-solving using scientific methods are provided.
- B. **Teaching of Science in the Elementary Schools:** Two semester hours in study of methods and techniques used to teach science, studies related to testing and evaluation, instructional models, and performance and educational objectives. Field experiences with elementary school children are provided. It is strongly recommended that student have completed seven semester hours of science before enrolling in this course. Prereq: admission to teacher education.

394 Teaching Social Studies in the Senior High, Junior High, and Middle School (2) Emphasis on methods and materials in social studies. Required of those who do student teaching in social studies. Prereq: 18 hours in social sciences. F, Sp

395 Teaching English in the Senior High, Junior High, and Middle School (2) Aims and methods of procedure in teaching English with emphasis on literature and composition, plus materials and organization as preparation for student teaching. F, Sp

396 Teaching Science in the Senior High, Junior High, and Middle School (2) Aims and methods of procedure in teaching science. F, Sp

397 Reading and Language Arts in the Elementary School (5)
Teaching techniques and materials for the developmental reading program plus techniques for establishing oral and written expression with emphasis on understanding how language learning takes place in the elementary school. Guided field experience required. F, Sp, Su

398 Balanced Reading Strategies and Practices (3) Examines issues related to reading instruction and assessment in the context of a balanced approach that emphasizes teacher reflection and decision-making. Reading strategies, informal assessments, and organizing a classroom for reading instruction are stressed. Students implement strategies and assessments in a guided field experience. Prereq: EDUC 343 and 397 or consent of instructor. F, Sp, Su

401 Teaching Communications in the Senior High, Junior High, and Middle School (2) Application of communications principles to practical classroom use. F, Sp

405 Educational Psychology (3) A study of educational psychology in the classroom, how techniques from this area can aid the teacher in subject matter presentation and in dealing with school pupils. Irregularly offered.

411 Legal and Contemporary Issues Related to Exceptional Needs (3) Examines the fundamentals for provision of special education service delivery including legal and societal aspects. Develops skills and dispositions for consultation and collaboration strategies and ability to design inclusive educational experiences based on disability characteristics and extent of handicap. Field experience required. Prereq: EDUC 306. F, Sp, Su

412 Evaluation and Exceptionality: Assessment, Interpretation and Instructional Design (3) Explores the purpose(s) of assessment, selection of criteria, administration techniques, need for accuracy in scoring, determination of validity of interpretation, and application of data for instructional design and implementation. The development of assessment skills, awareness of legal and ethical issues, and collaboration will be emphasized. Concurrent registration in EDUC 413 and EDUC 421 required. F, Sp

413 Learning Strategies for Students with Exceptional Needs (3)
Examines teaching methods appropriate for students with exceptional needs. Emphasis is placed on all phases of the instructional process based on assessment of student needs, developmental plans, appropriate implementation and evaluation of effective instruction. Concurrent registration in EDUC 412 and EDUC 421 required. F, Sp

414 Inclusive Philosophy and Educational Practices (3) Emphasizes individualized educational experiences for all students through adaptations/accommodations in general, modified or alternative curriculum

appropriate to a student's unique needs both academically and socially. Concurrent registration in EDUC 415 and EDUC 422 required. F, Sp

415 Management and Exceptionality: Environmental, Social and Behavioral Aspects (3) Examines strategies for teaching appropriate social skills and behavioral intervention strategies including conflict resolution and crisis intervention. Includes a study of learning theory, experiential learning, role-playing and relationships to behavioral intervention and assessment plans. Field experience required. F, Sp

416 Partnership: Family, School, Community and Exceptionality (2) Studies the coordination of school, home, and community resource for the educational, physical, and social growth of children with exceptional needs. Communication strategies will be emphasized to create cooperative collaborative partnerships. Concurrent registration with supervised teaching and EDUC 428 required. F, Sp

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

421 Exceptional Needs: Practicum I (3) Introduces observation, instruction, and evaluation skills in effective assessment and implementation of effective individualized education plans/programs for academic success. Concurrent registration with EDUC 412 and EDUC 413 required. F, Sp

422 Exceptional Needs: Practicum II (3) Introduces observation, instruction and evaluation skills in effective assessment and implementation of effective individualized education plans/programs for success in academic and nonacademic environments. Concurrent registration with EDUC 414 and EDUC 415 required. F, Sp

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

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

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

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

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

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

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

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

433 Synthesis Seminar in Early Childhood Education (3) Capstone Seminar in early childhood teaching. A pre-professional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area course work, and professional education core. The course also examines case studies which present issues faced by teaching professionals in early childhood settings. Prereq: Permission of director of field experiences in education.

438 Synthesis Seminar in Special Education (3) Capstone Seminar in Special Education. A preprofessional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge from the University Core Curriculum, subject area coursework, and professional education core. This course also examines case studies which present issues faced by teaching professionals in school settings.

440 Current Trends Reading (3) The teaching of reading undergoes a variety of changes based on the social and political climate. This course offers the opportunity for students to explore trends and issues that are currently impacting the teaching of reading. Topics that may be explored: new instructional programs, state mandates in reading instruction, changing state and national standards, and phonics instruction.

443 Production of Instructional Materials (3) Planning, preparing, and evaluating teacher-produced software. Units include such areas as production, planning, graphic, photographic, and audio media. Production within units is based upon the individual's purposes and interests. Practical experiences in preparing software are emphasized. Prereq: EDUC 214, or consent of instructor.

448 Synthesis Seminar in Secondary Teaching (3) Capstone Seminar in Secondary Teaching. A preprofessional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area coursework, and professional education core. The course also examines case studies which present issues faced by teaching professionals in secondary school settings. Prereq: permission of director of field placement. F, Sp

455 Diagnostic Teaching of Reading (3) Emphasizes diagnostic teaching in which teachers assess reading during instruction. A model of diagnostic decision-making is presented that encourages the teacher of reading to view assessment and instruction as interacting and continuous processes. A variety of formal and informal assessment measures are studied for their assessment and instructional value.

458 Synthesis Seminar in Elementary Teaching (3) Capstone Seminar in Elementary Teaching. A pre-professional course which provides a synthesis of interdisciplinary knowledge and pedagogical practices. Integrates knowledge gained from the University Core Curriculum, subject area coursework, and professional education core. The course also examines case studies which present issues faced by teaching professionals in elementary school settings. Prereq: permission of director of field placement. F, Sp

460 Seminar in Elementary Supervised Teaching (2) Designed to develop insight during laboratory experiences of student teachers. It is also open to advanced teachers.

461 Microcomputer Applications for Educators (3) Examines ways computers can be used as productivity and instructional tools in educational settings. Applications include word processing, spreadsheets, databases, and utility programs.

465 Computers in the Curriculum (3) Focuses on the integration of technology into the school curriculum. Explores educational and management software, productivity tools, emerging technologies (e.g., CD-ROM, laserdisc, multimedia/hypermedia, telecommunications), instructional strategies, key issues and trends related to computer technology in the teaching/learning environment. Prereq: EDUC 461 or equivalent strongly recommended, but not required. F, Sp, Su

466 Authoring Educational Multimedia Resources (3) Focuses on the systematic design and development of educational software and multimedia resources. Students plan instructional sequences, then apply computer programming and courseware design skills to the development of informational, instructional, and constructional resources. Internet, laserdiscs, CD-ROM, CD-audio, digitized audio, digitized still and motion video, and scanned images are incorporated into multimedia projects. Interdisciplinary multimedia thematic units also are developed. Prereq: EDUC 214, 465, or equivalent.

467 Teaching and Learning at a Distance (3) Focuses on the process of connecting learners with remote resources as primary or secondary means of learning. Examines the systematic design and development of distance learning environments (e.g., video, computer, and Internet-based delivery systems) with special consideration to learner needs and varied communication channels. Students plan and design instructional sequences, then apply distance learning techniques that address issues such as the need for real-time vs. delayed interaction. The evolving roles of technology, faculty, and learners are discussed. The course will be taught using the technologies demonstrated in class. Prereq: EDUC 214, 465, or equivalent.

468 Advanced Instructional Technology (3) Focuses on technical and management skills needed to coordinate the technology program in a school. Technical topics include analyzing computer and networking environments (i.e., wiring, services, hardware, software), advanced instructional development, and conducting technology installation, maintenance, repair, and upgrades. Job and development and technical troubleshooting will be explored. Management topics include technology planning, implementation, and evaluation, staff development, facilities design, budgeting, and grant writing. Prereq: EDUC 214, 465, or equivalent.

469 Special Topics in Computer Education (1-3) Explores contemporary topics or innovative developments related to the integration of computers and other technology into educational settings. Semester credit hours available determined by faculty. Repeatable for maximum of five credit hours. Prereq: consent of instructor. F, Sp

471 Supervised Teaching in the Elementary School (9) Orientation, participation, and actual teaching in the elementary grades. Enrollment only by permission of director of field experiences in education. F, Sp

472 Supplemental Supervised Teaching in the Elementary School (3) Participation and actual teaching in the elementary grades. Enrollment only by permission of director of field experiences in education. F, Sp

473 Supervised Teaching in the Secondary School (9) Orientation, participation, and actual teaching in the secondary grades. Enrollment only by permission of director of field experiences in education. F, Sp

474 Supplemental Supervised Teaching in the Secondary School (3) Participation and actual teaching in the secondary grades. Enrollment only by permission of director of field experiences in education. F, Sp

476 Kindergarten Practicum (3) For students on the elementary curriculum who wish to be certified for teaching in kindergarten. Enrollment only by permission of director of field experiences in education. F, Sp

477 Junior High/Middle School Practicum (3) Responsible teaching, under supervision, at the junior high/middle school level. The student will design, teach, and evaluate specific learning experiences. Prereq: EDUC 304 or 488. Enrollment only by permission of director of field experiences in education. F, Sp

478 Practicum in Reading Instruction (3) Practicum includes actual experiences in a field reading situation, under the supervision of public school and college personnel. Enrollment only by permission of director of field experiences in education. F, Sp

488 The Middle School Curriculum (3) Designed to serve the needs of those concerned with the development and organization of the middle school program. It encompasses a consideration of the theory and processes of curriculum planning and evaluation. F, Sp

490 Special Topics in Education (1-3) Course is devoted at each offering to the study of a contemporary topic or innovative development in education. Semester credit hours available for each offering and course requirements are determined by the education faculty.

493 Teaching Reading in the Content Areas (3) Teaching techniques and materials for the developmental reading program in the middle, junior, and senior high school. Emphasis is given to both basic skills in reading and to reading in the various curriculum areas. Prereq: admission to teacher education. F, Sp

494 Workshop in Reading (2) An analysis of instructional programs in content areas with emphasis on both developmental reading and remedial procedures.

498 Current Research in Education (1-3) A survey of current research in education. Designed to meet individual needs of students.

499 Individual Study in Educational Psychology (1-3) A survey of current research in learning. Designed to meet individual needs of students.

NOTE: Methods courses in secondary education do not count toward the major or minor.

SCHOOL OF LIBERAL ARTS

www.usi.edu/libarts/libarts.htm

Thomas A. Wilhelmus, Ph.D., *Acting Dean*
Kathryn Waters, M.F.A., *Chair, Art, Music, Theatre Department*
Dal M. Herring, Ph.D., *Chair, Communications Department*
Michael Kearns, Ph.D., *Chair, English Department*
Carol MacKay, Ph.D., *Chair, Foreign Language Department*
Tamara Hunt, Ph.D., *Chair, History Department*
Paul B. Raymond, Ph.D., *Chair, Philosophy and Political Science Department*
Joseph J. Palladino, Ph.D., *Chair, Psychology Department*
Stephen C. Zehr, Ph.D., *Chair, Sociology Department*

The School of Liberal Arts offers students the opportunities, first, to develop the fundamentals of a liberal education upon which to base a lifetime of learning and, second, to concentrate in studies that form the foundation for professional pursuits.

The School includes the Departments of Art, Music, and Theatre; Communications; English; Foreign Languages; History; Political Science and Philosophy; Psychology; and Sociology. Through these departments, the School offers more than 30 majors and emphases and a similar number of minors. Students interested in teaching careers may seek secondary education licensing in art, communications, theatre, English, French, German, Spanish, and social studies.

The Liberal Arts and a Liberal Education

A liberal education, in the words of Martha Nussbaum, is the “cultivation of the whole human being for the functions of citizenry and life.” At USI this cultivation is the goal of the University Core Curriculum, many of the courses for which are offered in Liberal Arts. Complete details of the core are available at www.usi.edu/libarts/ucccore.htm/. Students should consult with their advisors in developing a specific plan for completing these requirements. Those students majoring in Liberal Arts disciplines, except those seeking teacher certification in secondary education, fulfill the Synthesis requirement of the University Core by taking LIBA 497: Capstone Studies.

Bachelor of Arts and Bachelor of Science Degrees

Four-year degree programs in the School of Liberal Arts lead to either a Bachelor of Arts or a Bachelor of Science degree. The Bachelor of Arts degree at USI requires a minimum of 12 hours of instruction in an individual foreign language or the demonstration of competence at the intermediate level through an appropriate language examination.

The Bachelor of Arts, with its emphasis upon the study of a foreign language and a broad knowledge base, is especially valuable for students who hope to go on to graduate studies. Those considering graduate school should consult with their advisors about the B.A. option.

Teacher Licensing Policy

Many students majoring in disciplines in the School of Liberal Arts prepare themselves to teach in secondary schools (high schools, junior high schools, or middle schools). Although these candidates for licensing may take some education courses in their freshman and sophomore years, formal application for admission to the secondary education program (under the direction of the Bower-Suhrheinrich School of Education and Human Services) does not occur until they have completed their 55th credit hour. The procedure for application and admission to professional education is:

A student normally applies for admission to the teacher education program in the semester in which he/she enrolls for the 55th semester-hour of credit. As part of the application process, the student will be interviewed by both the major and minor departments. A student should ask his or her advisor to arrange the interview.

When a student requests the interview, the advisor will establish a committee consisting of two to three faculty members who know the student from class. This committee will meet as soon as possible to interview the student, review his or her record, and decide on its recommendation.

The committee may decide as follows: (1) to admit the student unconditionally; (2) to admit with specific conditions; (3) to reject the student. The chair of the committee will record the committee’s decision on the student’s application form and return the form to the stu-

dent. One copy of the recommendation will be placed in the student's advising folder. The committee will send a copy of the recommendation to the Teacher Education Department and a copy to the student.

Among factors the committee will consider in making its decision are the student's academic record, performance in classes, course work completed, ability to organize and present material orally, and general promise. In particular, University regulations require that a student admitted unconditionally to the teacher education program must carry a grade point average of at least 2.75, both in the major and overall.

A transfer student who applies for admission before completing a full semester at USI may be admitted conditionally, at the discretion of the advisor. After completing one semester, such a student must be interviewed as previously described so that a permanent decision can be made. The interview may be postponed until the student has completed courses with USI Liberal Arts faculty members.

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

ART-MUSIC-THEATRE

Art

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

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

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

The art program is affiliated with the New Harmony Gallery of Contemporary Art, which provides continuous art exhibitions during the academic year and hosts the Senior Seminar Exhibition in January. An internship program allows senior art students to work in professional settings at design firms, museums, and galleries in the area. The culmination of each year's work is the student art exhibition held on campus each spring.

Major – Art, Studio Emphasis

45 semester hours

NOTE: HUM 221–Western Tradition in Art History I, and 222–Western Tradition in Art History II, taught by art history faculty, are found under the listing for Humanities courses and count as part of the Core Curriculum.

Required courses: ART 103-Color and Design, 3 hrs.; 104-Design in Materials, 3 hrs.; 105-Drawing, 3 hrs.; 106-Drawing and Composition, 3 hrs.; 205-Figure Drawing I, 3 hrs.; 206-Figure Drawing II, 3 hrs.; HUM 221-Western Tradition in Art History I, 3 hrs.; 222-Western Tradition in Art History II, 3 hrs.; 493-Senior Art Seminar, 3 hrs.; and two 300 or 400 level art history courses (6 hrs.).

Elective courses: 12 hours selected from art course offerings as directed by advisor.

Major – Art, Graphic Design Emphasis

45 semester hours

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

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

Major – Art, Illustration Emphasis

45 semester hours

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

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

Major – Art, Interactive Media Design Emphasis

45 semester hours

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

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

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

Minor – Art

24 semester hours

Required courses: ART 103-Color and Design or 104-Design in Materials or 231-Intro to Graphic Design, 3hrs.; 105-Drawing I, 3 hrs.; 106-Drawing and Composition or 205-Figure Drawing I or 275-Computer Graphics I, 3 hrs.; HUM 221-Western Tradition in Art History I, 3 hrs.; HUM 222-Western Tradition in Art History II, 3 hrs.

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

Minor – Art History

24 semester hours

Required courses: HUM 221-Western Tradition in Art History I, 3 hrs.; HUM 222-Western Tradition in Art History II, 3 hrs.; three 300-level art history courses, 9 hrs.; two 400-level seminar courses, 6 hrs.; one course from the following: ART 103-Color and Design, 3 hrs.; 104-Design in Materials, or an additional 300 or 400 level Art History course, 3 hrs.

Teacher Certification (Art)

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

All Grade Major – K-12 Teaching (Art)

52 semester hours

Required courses: ART 103-Color and Design, 3 hrs.; 104-Design in Materials, 3 hrs.; 105-Drawing I, 3 hrs.; 205-Figure Drawing I, 3 hrs.; HUM 221-Western Tradition in Art History I, 3 hrs.; HUM 222-Western Tradition in Art History II, 3 hrs.; 311-Painting I, 3 hrs.; 313-Ceramics I, 3 hrs.; 315-Jewelry I, 3 hrs.; 341-Sculpture I, 3 hrs.; 396-Materials/Methods Elem./Mid. Art Ed, 3 hrs.; 397-Materials/Methods Secondary Art Ed, 3 hrs.; 398-Workshop in Art Education, 1 hr.; one (1) 300-400 level Art History course, 3 hrs.

Elective courses: 12 hours selected from art course offerings as directed by advisor.

Major – Secondary Teaching (Art)

39 semester hours

Required courses: ART 103-Color and Design, 3 hrs.; 104-Design in Materials, 3 hrs.; 105-Drawing, 3 hrs.; 205-Figure Drawing I, 3 hrs.; HUM 221-Western Tradition in Art History I, 3 hrs.; HUM 222-Western Tradition in Art History II, 3 hrs.; 311-Painting I, 3 hrs.; 313-Ceramics I, 3 hrs.; 315-Jewelry I, 3 hrs.; 341-Sculpture I, 3 hrs.; 353-19th Century Art; 354-20th Century Art, or 355-Contemporary Art, 3 hrs.; 397-Materials/Methods Secondary Art Ed, 3 hrs.

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

Minor – Elementary or Secondary Teaching (Art)

24 semester hours

Required courses: ART 103-Color and Design, 3 hrs.; 104-Design in Materials, 3 hrs.; 105-Drawing, 3 hrs.; 205-Figure Drawing I, 3 hrs.; HUM 221-Western Tradition in Art History I, 3 hrs.; 315-Jewelry I, 3 hrs.; 341- Sculpture I, 3 hrs.; 396 -Materials/Methods Elem./Mid. Art Ed, or 397-Materials/Methods Secondary Art Ed, 3 hrs.

Course Descriptions

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

Art (ART prefix)

103 Color and Design (3) An introduction to the two dimensional arts through projects based on the fundamentals of design and study of color theory. A wide variety of art media and techniques are presented to prepare students for courses in painting, printmaking, and graphic design. No prereq. F, Sp

104 Design in Materials (3) An introduction to the process of developing three-dimensional concepts in visual art, using various media such as wood, metal, and clay. No prereq. F, Sp

105 Drawing (3) Investigation of basic drawing concepts, such as line quality, negative space, perspective, and use of value. Course will concentrate on techniques in black and white drawing media. No prereq. F, Sp

106 Drawing and Composition (3) Continuation of ART 105, concentrating on development of finished compositions in drawing. Course will explore techniques in color media. Prereq: ART 105 or consent of instructor. F, Sp

201 Introduction to the Visual Arts (3) A basic survey of the media, elements, and organization of painting, graphics, sculpture, and architecture. Art 201 is not acceptable for Art Majors in B2 The Arts. No prereq. F, Sp

205 Figure Drawing I (3) Drawing the human figure, stressing form, structure, and action of the human figure. Prereq: ART 105. F, Sp

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

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

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

253 Art of Ancient Mexico (3) The Art of Mesoamerica and the development of civilization in Mesoamerica located in southern Mexico, Guatemala, Belize, and Honduras; examination of the Olmec, Maya, Aztec, and other groups, as well as the period of conquest and current conditions among the native peoples of the region. No prereq. Sp

273 Photography I (Basic Photography) (3) Development of basic skills in black and white photography, including film development, enlarging, printing, mixing chemicals, and mounting. Student must provide adjustable 35mm camera and photo supplies. No prereq. F, Sp, Su

275 Computer Graphics I (3) This course explores the computer as a creative tool for designers, artists, and persons in the media arts. It familiarizes students with the concepts used in creative software programs for graphics. The primary emphasis is on the creative uses of computers in the arts, design, and media. F, Sp

311 Painting I (3) Focuses on traditional techniques in oil/acrylic painting media. No prereq. F, Sp, Su

312 Painting II (3) A continuation of ART 311, with emphasis on experimental/non-traditional painting techniques. Prereq: ART 311. F, Sp, Su

313 Ceramics I (3) Introduction to basic methods of working with clay. Throwing, hand building, and a variety of techniques will be covered. No prereq. F, Sp

314 Ceramics II (3) A continuation of ART 313. Emphasis on more complex forms and glazes. Introduction to clay and glaze formulation and continued development of firing techniques. Prereq: ART 313. F, Sp

315 Jewelry I (3) The theory and practice of making jewelry and metal objects. Introduction to the fundamentals of fabrication and construction techniques. Prereq: ART 104 or consent of instructor. F, Sp

316 Jewelry II (3) Continued development in making jewelry and metal objects. Further technical exploration in metal media. Prereq: ART 315. F, Sp

323 Ancient Art (3) A survey of major monuments and issues of art from the ancient Western tradition, focusing primarily on the work of the Greeks and Romans, from c. 1600 BC to c. AD 400 Prereq: HUM 221 or consent of instructor. Sp

327 Medieval Art (3) A survey covering major art movements and monuments in Europe, dating from the 4th to the 14th century, but concentrating on the art and architecture of the 8th to the 13th centuries. Prereq: HUM 221 – Survey of Art History I. F

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

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

341 Sculpture I (3) Introduction to processes and materials essential to the creation of three-dimensional art, accompanied by concept development to create successful sculpture. Prereq: ART 104 or consent of instructor. F, Sp

342 Sculpture II (3) Continuing involvement with sculptural processes and materials with emphasis on concept development. Prereq: ART 341. F, Sp

343 Renaissance Art (3) A survey covering major movements, largely in Italy, in the period c. 1300-1600, including the Proto-Renaissance, Early Renaissance, High Renaissance, Mannerism, and Late Renaissance. Prereq: HUM 221 and 222 or consent of instructor. Sp

344 Baroque Art (3) A survey covering major movements in Europe and the Americas in the period 1600 – 1800, including the art and architecture of the Early Baroque, High Baroque, and Rococo. Prereq: HUM 222 or consent of instructor. F

351 Woodworking I (3) Introduction to fundamental woodworking techniques. Emphasis will be placed on developing an understanding of basic wood jointery, machinery operation, and the development of an original design. Prereq: ART 104 or consent of instructor. F, Sp

352 Woodworking II (3) Continued experience in woodworking. The emphasis will be placed on merging the utilitarian form with the sculptural aesthetic. Prereq: ART 351. F, Sp

353 Nineteenth Century European and U.S. American Art (3) Covers the major movements in the period c. 1780-1880, emphasizing Romanticism, Neo Classicism, Realism, and Impressionism. Prereq: HUM 221 and 222 or consent of instructor. Sp

354 20th Century European and American Art (3) The continuation of ART 353 covering the major movements in the period c. 1880-1980, including Post Impressionism, Cubism, Fauvism, Expressionism, DaDa, Surrealism, Abstract Expressionism, Pop, the Muralists, and non objective art. Prereq: HUM 221 and 222 or consent of instructor. F

355 Contemporary Art (3) The continuation of ART 354 covering the movements and artists in the period c. 1970-the present. Prereq: HUM 221, 222 and ART 354 or consent of instructor. Sp

361 Printmaking I (3) Introduction to mono-printing, papermaking, black and white lithography, and woodcut techniques. No prereq. F, Sp

362 Printmaking II (3) Introduction to black and white intaglio printmaking as well as basic color techniques in lithography, woodcut, and monoprint techniques. Prereq: ART 361. F, Sp

372 Video Art (3) An introduction to the creative principles and processes of video art. Students explore the practical applications and limitations of video and sound production. Basic video editing and visual effects are explored. Elements of story telling, storyboarding, and other pre-production methods are discussed and implemented. Prereq: ART 275 or consent of instructor. F

374 Photography II (Digital Photography) (3) Introduces the basic concepts and terminology of digital photography. Composition, color theory, lighting methods and equipment are covered in the context of planning and capturing images specifically for subsequent digital manipulation. Students will learn to plan, compose and optimize image captures destined for digital media and printed output. Prereq: ART 273 or consent of instructor. Sp

376 Computer Graphics II (3) This course investigates the design and production issues of generating computer graphics for print or electronic media. It provides an understanding of the technical process of creating projects incorporating scanned and computer-generated images and text. Students will gain experience integrating various computer applications and input/output hardware. Prereq: ART 275 or consent of instructor. F, Sp

381 Interactive Media Design I (Web Page Design) (3) An introduction to the theory, tools and techniques for creating interactive Web pages. Introduces HTML coding as well as Web page layout software. Focuses on designing the look, structuring the information, sequencing the pages and integrating text and graphics as well as preparing and producing Web pages. Prereq: ART 275 or consent of instructor. F, Sp

382 Interactive Media Design II (Multimedia Authoring) (3) This course provides an introduction to the concepts, tools, and techniques for producing interactive multimedia. Topics covered include: interface design, flow charting, navigational structures, metaphor, props, visual layout and the integration of audio, video, and animated sequences. Prereq: ART 275 or consent of instructor. Sp

395 Introduction to Art Education (3) Part A: Content The course will involve a basic understanding of historical and philosophical premises of art education; different approaches in the teaching of art; development and practical application of basic art skills in the classroom; and understanding of developmental stages in children's art works. The course examines basic thematic understanding of lesson plans as they apply to the state of Indiana academic and the discipline-based art education (DBAE) standards in teaching art in elementary and middle school. **Part B: Supervised Internal Clinical** Use of written lesson plans from Part A in an approved clinical experience. Prereq: open to elementary education majors and minors; does not fulfill requirements for art education K-12 and secondary art education majors and minors. F, Sp, Su

396 Materials and Methods in Elementary and Middle School Art Education (3) Part A: Content The course will emphasize historical and philosophical premises of art education; different approaches in the teaching of art; development of basic art skills, and understanding of developmental stages in children's art works. The course examines detail thematic understanding of written lesson plans as they apply to the state of Indiana academic and the discipline-based art education (DBAE) standards in teaching art in elementary and middle schools. **Part B: Supervised Internal Clinical:** Use of written lesson plans from Part A in an approved clinical experience. Prereq: open to art education K-12 majors and minors. F

397 Materials and Methods in Secondary Art Education (3) Part A: Content Teaching art at the public high school level with strong emphasis on the use of art materials and methods in art education. The

course will involve historical and philosophical premises of art education, different approaches in the teaching of art, understanding of high school children's art works, and the development and use of discipline-based art education (DBAE) written lesson plans as they apply to the state of Indiana academic standards. **Part B: Supervised Clinical:** Use of written lesson plans from Part A in an approved clinical experience. Prereq: open to art education K-12 and secondary art education majors and minors. Sp

398 Workshop in Art Education (1) Workshop in writing objective statements and lesson plans. Introduction to a variety of art materials and technology, teaching methods and development of a final student teaching portfolio in art education. Prereq: open to art education majors and minors, permission of the instructor. F

399 Select Topics in Studio Art (3) An intensive study of specialized topics in the visual arts. Repeatable with change in course content. Prereq: junior standing or consent of instructor. F, Sp

405 Figure Drawing in Composition III (3) Composing with the human figure, using props, and experimenting with various media. Prereq: ART 206. F, Sp

406 Figure Drawing in Composition IV (3) An extension of 405, drawing the human figure from posed model in composition, using various media. Prereq: ART 405. F, Sp

411 Painting III (3) Development of a series of works which relate conceptually, stylistically, and/or technically. Prereq: ART 312. F, Sp, Su

412 Painting IV (3) Advanced work developing personal aesthetic vision in painting media. Prereq: ART 411. F, Sp

413 Ceramics III (3) Advanced methods of working with clay and glazes. More independent projects will be required. Demonstrated ability to load, fire, and operate kilns is required. Prereq: ART 314. F, Sp

414 Ceramics IV (3) A semester of intense ceramic work. Projects must indicate a comprehensive understanding of ceramic techniques. Prereq: ART 413. F, Sp

415 Jewelry III (3) Continuation of Jewelry 316 with emphasis on individual direction within the jewelry media. Prereq: ART 316. F, Sp

416 Jewelry IV (3) Continuation of Jewelry 415 with concentrated effort on personal development within the jewelry media. Prereq: ART 415. F, Sp

431 Illustration III (Narrative or Sequential Illustration) (3) Introduction to illustrating for narrative, sequence, or series. Students learn the tools and techniques of concept sketching and storyboards as a means of developing and communicating visual ideas. Working with selected texts, students develop a project from concept to completion. Students also explore the historical role of the illustrator as a visual storyteller. Prereq: ART 332 or consent of instructor.

432 Illustration IV (Conceptual Illustration) (3) Students refine their conceptual, aesthetic, and technical skills in a variety of advanced illustration assignments directed toward developing portfolio pieces and fine tuning their personal visual language. Assignments challenge the student to create a range of inventive and effective illustrative solutions in the appropriate media. Prereq: ART 332 or consent of instructor.

441 Sculpture III (3) Advanced experience in sculpture processes and materials with an emphasis on conceptualization and development of a personal aesthetic. Prereq: ART 342. F, Sp

442 Sculpture IV (3) Continuing advanced experience in sculptural processes and materials with emphasis on concept and personal aesthetic development. Prereq: ART 441. F, Sp

451 Woodworking III (3) Advanced experience in woodworking with emphasis on furniture design. Prereq: ART 352. F, Sp

452 Woodworking IV (3) Advanced experience in woodworking with emphasis on structural possibilities of wood. Prereq: ART 451. F, Sp

461 Printmaking III (3) Intermediate methods in intaglio, lithography, woodcut, and monoprint techniques. Prereq: ART 362. F, Sp

462 Printmaking IV (3) Advanced methods in intaglio, lithography, woodcut, and monoprint techniques. Prereq: ART 461. F, Sp

473 Photography III (Alternative Processes) (3) This course explores alternative photographic processes and special effects. It also presents a survey of these alternative processes within their historical context and examines their contemporary applications. Prereq: ART 273 or consent of instructor. F, Sp

474 Photography IV (Advanced Digital Darkroom) (3) This course explores advanced digital darkroom tools and techniques. Students apply color correction processes as they relate to digital or printed output. Alternative imaging methods and printing effects are encouraged. Prereq: ART 374 or consent of instructor.

475 Computer Graphics III (3) This course will emphasize the creation of innovative visual layouts by having students analyze the communication problem, define the most appropriate approach, and produce creative and aesthetic solutions using the computer. Various media will be used to implement these solutions including printing, advertising, packaging, exhibitions, and electronic media. Prereq: ART 376 or consent of instructor. F

476 Computer Graphics IV (3) This course offers advanced study in computer graphics allowing students to expand their computer knowledge and critically investigate the theoretical and practical issues of generating computer art. Students will propose, design, and produce individual and team projects suitable for their senior portfolio. Prereq: ART 475 or consent of instructor. Sp

481 Interactive Media Design III (Advanced Network Authoring) (3) This course covers advanced tools and techniques for designing interactive digital media for network systems. Students are instructed in network delivery methods for sound, video, animation, database, and interactive content. Scripting and vector animation are utilized to bring additional functionality to a network site. Using various software packages, the student will create fully functional sites with interactive multimedia content. Web site management, browser and platform issues, and the limitations involved in designing for networks are also covered. Prereq: ART 381 or consent of instructor. F

482 Interactive Media Design IV (Advanced Multimedia Authoring) (3) This course covers advanced issues in designing and producing interactive multimedia. Students are exposed to the complexities of multimedia authoring and production. Students, at times working in teams, will collaborate on developing the concept, layouts, storyboards, production schedule, and the user-interface. They will create and compile the content and produce the digital files for a fully functional multimedia presentation. Prereq: ART 382 or consent of instructor. Sp

489 Special Problems in Art (3) Course by appointment with any of the full-time art faculty. Problems related to specific training within a specific area of art. This course may be repeated three times for total of nine credits. Prereq: junior or senior standing, consent of instructor. F, Sp, Su

490 Special Problems in Art History (3) An intensive study of some selected problems, areas, and movements in the field of the visual arts. Repeatable with change in course content. Prereq: HUM 221 and HUM 222 or consent of instructor. F, Sp

493 Senior Art Seminar (3) A capstone course for art and art education majors combining discussion of current aesthetic issues in the visual arts with practical knowledge in career or graduate school preparation, as well as evaluation of student's artistic growth and potential. Prereq: senior status or consent of instructor. F

498 Internship in Art (3) A course to complement classroom and studio experience by providing professional work situations with an employer. The course requires a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, two on-site visits by a University official, maintenance of a portfolio of completed work, and periodic interviews with an art faculty member. Open to juniors and seniors. Prereq: approval of Art Department chairperson. Grades will be assigned as Satisfactory or Unsatisfactory only. F, Sp, Su

Music (MUS prefix)

Courses are offered in vocal performance, the history and appreciation of music, and music education.

200 USI Chamber Choir (2*) Ten hours weekly. A select touring choir devoted to performance of an eclectic repertory of choral literature for mixed voices (S.A.T.B.). This course will focus on the development of vocal technique, performance practices, and will culminate with several performances throughout the year. Prereq.: audition and consent of instructor.

201 Elements of Music (2) Open to all students but designed to aid the elementary major in the Bower-Suhrheinrich School of Education and Human Services in learning the rudiments of music. No prereq.

202 Introduction to Music (3) A basic survey of the media elements and organizational patterns of the art of music. No prereq.

219 USI Women's Choir (1*) Three hours weekly. A select group devoted to the performance of standard choral repertory for women. This ensemble will focus on the development of vocal technique beginning with the simplest part-songs and progressing through more difficult choral works. This course will culminate in a choral performance near the end of the semester. Prereq: audition and consent of the instructor.

220 Class Voice (1) This course focuses on the proper methods of singing and vocal health through active assignments in singing, warm-up techniques, and breathing and vocal exercises. Students will prepare several musical selections for short in-class recital to be held at the end of each semester. No prereq.

290 USI Jazz Ensemble (2*) A select ensemble consisting of any combination of jazz players from a small combo up to a full jazz "big band." The purpose of this course is to educate players in the area of jazz realization and improvisation through the study of standard repertory, improvisation texts, listening assignments, and rehearsal. This ensemble will perform regularly throughout the year. Prereq: audition and consent of the instructor.

301 Elementary Music Education (2) Designed for elementary education majors to develop appreciation and skills in music as applied in voice and keyboard, in vocal, instrumental, and recorded musical materials. No prereq.

* A maximum of 12 hours of credit may be earned in choral ensembles.

Theatre Arts (THTR prefix)

Ask your advisor or see the USI Web site for updated THTR information.

120 Theatre Laboratory I Assigned in one-hour units, two hours required for major. Designed to provide credit for work completed on USI Theatre productions. Students are required to spend each semester working in a different technical area. A minimum of 42 contact hours of work is required. Prereq: consent of director or production area coordinator. F, Sp

121 Introduction to Theatre (3) Analysis of the nature of theatre, its origin, and development from the standpoint of the play, the physical theatre, and its place in culture. Specific emphasis is placed on the study of styles and the various artistic components which "collaborate" to create theatre. No prereq. F, Sp, Su

123 Stage Craft (3) Open to all University students, useful for those students who would like to "try their hand" in the area of technical theatre. Course covers scenery construction, rigging, production organization, and theatre safety. USI Theatre production work is required on set construction and/or running crews. No prereq. F

124 Costume Crafts (3) Open to all University students, the class covers dyeing and fabric modification, basic costume construction, millinery, jewelry making, and related skills. The class introduces the student to all equipment used for costume construction, stitching techniques, and costuming vocabulary. No prereq. F

125 Stage Lighting Crafts (3) Open to all University students, the class covers the technological requirements and principles of stage lighting. Students will be introduced to safety standards for working with electricity, the optical properties of stage lighting, the various lighting instruments, circuitry, and the means for translating the lighting plot into an actual working structure. No prereq. F

131 Movement for the Theatre (3) Study of movement techniques used for acquiring the physical attributes of characters which are an essential part of the craft of acting. Class will focus on developing body awareness and flexibility through the study of dance, mime, stage combat, and mask characterization. No prereq.

221 Stage Make Up (3) Basic principles of the art and technique of make-up for use in the design and execution of developing and projecting the stage character. Purchase of make-up kit required. No prereq. Sp

231 Acting I (3) Study and practice in the fundamentals of the acting process. Class emphasizes physical and vocal work in conjunction with exercises geared toward the expansion of personal imaginative skills. Class work focuses on monologues and improvisational games. Open to all University students. No prereq. F, Sp

232 Acting II (3) Continued study and development of the fundamental acting process as taught in Acting I. Class work consists of scene study focusing on the action, objective, and subtext of the actor's characterizations. Prereq: THTR 231 or permission of instructor. F

320 Theatre Laboratory II Assigned in one-hour units, two hours required for major. Designed to provide credit for work completed on USI Theatre productions. This is the final rotation of the theatre lab. Students will be assigned placement in a technical area their first semester and permitted to select an area for their second. A minimum of 42 contact hours of work is required. Prereq: consent of director or production area coordinator. F, Sp

321 Scene Design I (3) Study of the elements and principles of scenic design and how they relate to plays and the Theatre. Emphasis on training in mechanical and free hand drawing. (Students required to have drafting tools.) Prereq: THTR 121 and THTR 123. F

322 Introduction to Costume Design (3) A study of the elements and principles of costume design for the theatre. Students will develop skills in play analysis for costuming, basic rendering skills, and period research. The class will include an introduction to the various media used in communicating a costume design concept. Prereq: THTR 121 and THTR 124. Sp

323 Lighting Design (3) Study and application of lighting design for the theatre and other venues. Students will need drafting tools. Students must participate in "hang" and "focus" sessions for USI Theatre productions. Prereq: THTR 125. Sp

331 History of the Theatre I (3) History of the theatre from pre-Grecian through Elizabethan time periods. Also touching on the Asian Theatre. Concentration on the physical theatre, conventions in acting-directing-design. Prereq: THTR 121 or permission of instructor. F

332 History of the Theatre II (3) History of the theatre from the French Renaissance to the present day. Concentration on the physical theatre, conventions in acting-directing-design. Prereq: THTR 121 or permission of instructor. Sp

333 Acting III (3) Study and practice of the acting techniques and methods used to create a character for the stage. Emphasis placed on the application of these theories in the development of monologues and scenes from American plays. Prereq: THTR 232 or permission of instructor. Sp

334 Acting IV (3) Provides a background in period styles to the advanced student actor, examining the special considerations inherent in performing classical drama, beginning with Greek tragedies, and continuing on through Elizabethan, Restoration, and other periods including contemporary pieces of a special nature, such as Epic, Expressionistic and Absurdist drama. Prereq: THTR 333. F

335 Playwriting I (3) Students will participate in an intense study of dramaturgy and will write dramas of their own. Prereq: ENG 302 and THTR 121 or consent of instructor. Dual-listed with English. Sp

336 Playwriting II (3) Provides a formal course of study to help advanced playwriting students sharpen their skills in dramatization, guiding their efforts in script production and broadening their awareness of contemporary trends in drama and critical theory. Dual-listed with English. Prereq: THTR 335 or consent of instructor. F

400 Independent Study in Theatre Arts (1-3) This course is designed to provide an opportunity for upper division communications/theatre majors and minors to research subject areas in the field of theatre arts. A maximum of six hours may be taken; only three may be taken in any one semester. Prereq: 21 hours of theatre arts, upper division status, and

written consent of instructor. Students who wish to take independent study courses in the theatre arts curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in Communications. 2) No more than three of Theatre 400 may be directed by the same instructor. 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

431 Introduction to Stage Directing (3) An introduction to the principles of play directing. Class emphasizes text analysis, interpretation, picturization, and the various aspects involved in the production process. Class will include direction of extended scenes from full length plays. Prereq: THTR 121, 123, 231 and 321. F

432 Advanced Stage Direction (3) Continued study of directing techniques. Class will explore dramatic styles and diverse conceptualizations of classic and modern texts. Emphasis will be placed on the actor/director, and designer/director collaborative processes. Class will require the student to direct a one-act play. Prereq: THTR 431. A-O

433 History of Western Drama I (3) (Cross-listed as ENG 421) Survey of representative plays from the Classics through English Renaissance as a basis for theatrical and dramatic criticism. No prereq. F

434 History of Western Drama II (3) (Cross-listed as ENG 422) Survey of representative plays from French Renaissance to modern periods as a basis for theatrical production and dramatic criticism. No prereq. Sp

499 Special Topics in Theatre Arts (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Prereq: consent of instructor. F, Sp

COMMUNICATIONS

Communications is one of the largest growth industries in the nation, employing more than a million people and providing hundreds of different career opportunities.

The Communications faculty has developed four different majors to assist students in selecting courses according to individual interests and career goals. Students may select a Bachelor of Arts or Bachelor of Science degree.

The Bachelor of Arts degree requires 12 semester hours in the same foreign language or demonstration of proficiency at that level of study.

In order to enroll for any communications internship, a student must have an overall grade point average of 2.5, a GPA of 3.0 in major coursework, have completed 84 hours, and have completed 24 hours in the major, including all 100-200 level courses.

Students must earn a grade of C or better in any course applied toward any major or minor in the Department of Communications.

The mass communication majors of public relations and advertising, journalism and computer publishing, and radio and television adhere to the guidelines of the Accrediting Council for Education in Journalism and Mass Communication. Students in these three majors must take a minimum of 80 hours in courses outside of these majors, including no fewer than 65 hours in arts and sciences courses. Liberal arts courses include all courses offered in the areas of anthropology, art, communication studies, criminology, economics, English, foreign languages, history, humanities, liberal arts, music, philosophy, political science, psychology, sociology, and theatre. Science courses include all courses offered in the areas of astronomy, biology, chemistry, geography, geology, mathematics, and physics. No more than 16 semester hours of lower division mass communications coursework (100-200 level) may be counted in the major.

Mass communication majors may not select a mass communication minor. No more than 12 semester hours of mass communication courses taken at a junior college may be transferred into a mass communication degree program. Mass communication transfer courses not accepted toward the major cannot be used as elective credit toward the 124 hours required for a bachelor's degree. Students in the mass communication majors must pass the department's grammar, spelling, and punctuation examination prior to being admitted to junior- and senior-level classes in the major.

Communications students should be able to keystroke accurately a minimum of 30-40 words per minute. If not, two hours of ASBE 121 Keyboarding is recommended.

Communications majors (B.A. or B.S.)
33-39 semester hours, depending upon major

Major in Communication Studies
39 semester hours

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

Communication studies faculty work with students so that they can meet the current needs of business and industry leaders who demand that college graduates demonstrate effective communication skills, problem-solving abilities and leadership experience in addition to the ability to think critically and conceptually. Students emerge from

the major in communication studies as proficient, critical consumers and producers of messages and interactions at the personal, social, civic, and professional levels.

Graduates pursue various careers. For example, many work in sales, retail management, non-profit organizations, human resources, corporate training programs, government agencies, and the health care industry, while others own their own businesses or attend graduate school.

Required courses – 18 hours: SPCH 101-Introduction to Public Speaking, 3hrs; SPCH 107-Introduction to Interpersonal Communication, 3 hrs; SPCH 204-Business and Professional Speech, 3 hrs; SPCH 214-Small Group Discussion, 3 hrs; SPCH 303-Introduction to Persuasion, 3 hrs; SPCH 301-Communication Criticism and Analysis, 3 hrs. OR COMM 495-Mass Communication Research, 3 hrs.

Communication Studies electives – 21 hours: SPCH 203-Introduction to Performance Studies, 3 hrs.; PRL 261-Introduction to Public Relations, 3 hrs.; SPCH 312-Interviewing Principles and Practices, 3 hrs.; SPCH 313-Advanced Performance Studies, 3 hrs.; SPCH 314-Organizational Communication, 3 hrs.; SPCH 315-Readers Theatre, 3 hrs.; SPCH 307-Nonverbal Communication, 3 hrs.; SPCH 317-Intercultural Communication, 3 hrs.; SPCH 400-Independent Study, 3 hrs.; SPCH 402-Gender, Communication and Culture, 3 hrs.; SPCH 410-Seminar in Interpersonal Communication, 3 hrs.; SPCH 420-Seminar in Organizational Communication, 3 hrs.; SPCH 430-Seminar in Persuasion, 3 hrs.; SPCH 498-Internship in Communication Studies, 3 hrs.; SPCH 499-Special Topics in Communication Studies, 3 hrs.

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

Major in Journalism and Computer Publishing
33 semester hours

This major prepares students for the world of news reporting, writing, new media publishing, and document design. Students learn the skills of the Information Age in labs equipped with modern electronic hardware and software that are linked to the Internet. Graduates succeed in any field where writing and a command of the language are needed.

Students can choose one of two emphases within this major. Students must take a core of courses of 18 credit hours shared by both emphases, complete the required courses in each emphasis, and then choose additional hours of communication electives.

Required core – 18 hours: COMM 192-Introduction to Mass Communication, 3 hrs.; COMM 494-Mass Communication Law and Ethics, 3 hrs.; JRN 273-Digital Photography, 3 hrs.; JRN 281-Basic Reporting, 3 hrs.; JRN 386-Editing and Layout, 3 hrs.; and CPT 374-Internet Communications, 3 hrs.

Computer Publishing Emphasis

The news, advertising, public relations, and broadcasting industries are expanding the use of the Internet and new media. Most companies of any kind now hire individuals or small Web companies to create and maintain their own Web sites. Graduates with these skills are some of the most sought after employees in the corporate world today.

Required courses – 9 hours: CPT 171-Visual Concepts, 3 hrs.; CPT 275-Computer Publishing I, 3 hrs.; CPT 276-Computer Publishing II, 3 hrs.

Communications electives – 6 hours: JRN 180-Workshop, 1 hr./semester, up to 3 credits total; JRN 371-Advanced Photography, 3 hrs.; JRN 388-Online Journalism, 3 hrs.; JRN 400-Independent Study, 1-3 hrs.; CPT 498-Internship, 3 hrs.; CPT 499-Special Topics, 3 hrs.; COMM 495-Mass Communication Research, 3 hrs.; JRN 473-Photojournalism, 3 hrs.; RTV 255-Media Production.

Students may count no more than three hours from JRN 180, CPT 400, or CPT 498 as directed electives.

An internship in computer publishing or new media is highly recommended.

Print Journalism Emphasis

Required courses – 12 hours: JRN 281-Basic Reporting, 3 hrs.; JRN 381-Advanced Reporting, 3 hrs.; JRN 388-Online Journalism, 3 hrs.; JRN 481-Public Affairs Reporting, 3 hrs.

Communications electives – 3 hours: JRN 180-Journalism Workshop, 1 hr./semester, up to 3 hours total; JRN 371-Advanced Photography, 3 hrs.; JRN 383-Editorial Writing, 3 hrs.; JRN 384-Feature Writing, 3 hrs.; JRN 400-Independent Study, 1-3 hrs.; JRN 473-

Photojournalism, 3 hrs.; COMM 495-Mass Communication Research, 3 hrs.; JRN 498-Internship, 1-3 hrs.; JRN 499-Special Topics in Journalism, 3 hrs.; RTV 255-Media Production.

Students may count no more than three hours from JRN 180, 400, and 498 as directed electives.

An internship in the print media and work on the campus newspaper, *The Shield*, is highly recommended.

Major in Public Relations and Advertising 33 semester hours

Students may choose either an emphasis in public relations or advertising depending upon individual interests. By carefully selecting appropriate electives offered in the program, students may develop skills in both areas.

Required core – 12 hours: PRL 261-Introduction to Public Relations, 3 hrs.; ADV 241-Introduction to Advertising, 3 hrs.; COMM 494-Mass Communication Law and Ethics, 3 hrs.; COMM 495-Mass Communication Research, 3 hrs.

Public Relations Emphasis

The public relations emphasis provides students with a background that includes the essential skills of writing and design to enter the rapidly growing public relations field. Students are prepared to advance in their careers through courses in research, strategy development, and integrated marketing campaigns. In addition to required courses, students may choose from a variety of directed communications electives to enhance their career objectives.

Required courses – 9 hours: PRL 362-Writing for Public Relations, 3 hrs.; PRL 463-Public Relations Administration, 3 hrs.; one course from the following: PRL 368-Strategic Writing, 3 hrs.; JRN 281-Basic Reporting, 3 hrs.; ADV 347-Advertising Copywriting, 3 hrs.; or RTV 354-Writing for Electronic Media.

Advertising Emphasis

The advertising emphasis prepares students for one of the fastest-growing fields in communications. Students acquire the essential skills of writing, design, advertising graphics, research, market analysis, media planning, promotions, integrated marketing campaigns, and communications theory. In addition to required courses, students may choose from a variety of directed communications electives to enhance their career objectives.

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

Communications electives for the Public Relations and Advertising major – 12 hours: ADV 343-Media Planning, 3 hrs.; ADV 346-Special Events and Promotions, 3 hrs.; ADV 347-Advertising Copywriting, 3 hrs.; ADV 400 or PRL 400-Independent Study, 1-3 hrs.; ADV 440-Advanced Advertising Campaigns; ADV 441 or PRL 461-Seminar in Integrated Marketing Communication, 3 hrs.; ADV 498 or PRL 498-Internship, 3 hrs.; ADV 499-Special Topics, 3 hrs.; COMM 190-Computer Basics, 1 hr.; COMM 192-Introduction to Mass Communication, 3 hrs. or RTV 151-Introduction to Broadcasting, Cable and Internet, 3 hrs.; JRN 281-Basic Reporting, 3 hrs.; JRN 384-Feature Writing, 3 hrs.; PRL 364-Publications Design, 3 hrs.; PRL 366-Seminar in Public Relations, 3 hrs.; PRL 367-Public Relations Campaigns, 3 hrs.; PRL 368-Strategic Writing, 3 hrs.; PRL 466-Seminar in Public Opinion, 3 hrs.; PRL 467-Crisis Communications, 3 hrs.; PRL 499-Special Topics, 3 hrs.; RTV 255-Media Production, 3 hrs.; RTV 354-Writing for Electronic Media, 3 hrs.; RTV 452-Broadcast/Cable Sales, 3 hrs.

An internship in public relations or advertising is highly recommended. By interning with a public relations firm, advertising agency, or within corporate or not-for-profit departments, students network with professionals who help them polish their skills for entry into the fields.

Major in Radio and Television **33 semester hours**

This major combines telecommunications history and theory with practical broadcast applications. Students acquire knowledge and understanding of the broadcast processes and on-air performing skills, utilizing facilities in both the campus radio station WSWI-AM and the Scripps Howard Television Production Center. In addition to the required core of classes in the major, students may choose classes from the “professional” emphasis or the “broadcast journalism/production” emphasis.

Required core – 15 hours: RTV 151-Introduction to Broadcasting, Cable, and Internet, 3 hrs.; RTV 255-Media Production, 3 hrs.; RTV 351-Radio-Television Performance, 3 hrs.; RTV 354-Writing for Electronic Media, 3 hrs.; COMM 494-Mass Communication Law and Ethics, 3 hrs.

Professional Emphasis Courses

Communications electives 18 hours: ADV 241-Intro to Advertising; ADV 343-Media Planning, 3 hrs.; RTV 451-Radio-Television Programming, 3 hrs.; RTV 452-Broadcast & Cable Sales, 3 hrs.; RTV 453-Broadcast & Cable Management, 3 hrs.; RTV 456-Seminar in Broadcasting, 3 hrs.; COMM 495-Mass Media Research, 3 hrs.

Broadcast Journalism/Production Emphasis Courses

Communications electives 18 hours: RTV 256-Broadcast Journalism; RTV 357-Advanced Broadcast Journalism, 3 hrs.; RTV 352-Advanced Television Production and Directing, 3 hrs. RTV 353-Techniques of Video Field Production, 3 hrs.; RTV 355-Advanced Audio Production, 3 hrs.; RTV 356-Sportscasting, 3 hrs.; JRN 384-Feature Writing, 3 hrs.

Optional study opportunities: (Student may select up to six hours listed below as part of the 18 hours of the directed electives lists preceding.) RTV 150-Practicum in Broadcasting, 1-3 hrs.; RTV 350-Radio/TV Workshop, 1-3 hrs.; RTV 400-Independent Study, 1-6 hrs.; RTV 498-Internship in Broadcasting, 3 hrs.

An internship in the broadcast media, work on the campus radio station and/or a broadcast practicum in TV are highly recommended for the junior or senior year.

Minor – Computer Publishing **24 semester hours**

Required courses – 18 hours: COMM 192-Introduction to Mass Communication, 3 hrs.; CPT 171-Introduction to Visual Concepts, 3 hrs.; CPT 275-Computer Publishing I, 3 hrs.; CPT 276-Computer Publishing II, 3 hrs.; CPT 374-Internet Communications, 3 hrs.; COMM 494-Mass Communications Law and Ethics, 3 hrs.

Communication electives – 6 hours: as directed by advisor.

Minor – Communication Studies **24 semester hours**

(15 hours in the minor must be at the 300 and 400 level)

Required courses – 15 hours: SPCH 101-Introduction to Public Speaking, 3 hrs.; SPCH 107-Introduction to Interpersonal Communication, 3 hrs.; SPCH 214-Small Group Discussion, 3 hrs.; SPCH 301-Communication Criticism and Analysis, 3 hrs.; SPCH 303-Introduction to Persuasion, 3 hrs.

Communication Studies electives – 9 hours: as directed by advisor.

Minor – Journalism

24 semester hours

Required courses-21 hours: COMM 192-Introduction to Mass Communication, 3 hrs.; JRN 281-Basic Reporting, 3 hrs.; RTV 256-Broadcast Journalism, 3 hrs.; JRN 383-Editorial Writing, 3 hrs. or JRN 384-Feature Writing, 3 hrs.; JRN 273-Digital Photography, 3 hrs.; JRN 282-Editing and Layout, 3 hrs.; COMM 494-Mass Communication Law and Ethics, 3 hrs.

Communications electives – 3 hours: as directed by advisor.

Minor – Public Relations and Advertising

24 semester hours

Required courses – 12 hours: ADV 241-Introduction to Advertising, 3 hrs.; PRL 261-Introduction to Public Relations, 3 hrs.; COMM 494-Mass Communication Law and Ethics, 3 hrs.; COMM 495-Mass Communication Research, 3 hrs.

Communications electives for the Public Relations and Advertising minor – 12 hours: ADV 342-Writing for Advertising, 3 hrs.; ADV 343-Media Planning, 3 hrs.; ADV 344-Strategic Campaigns, 3 hrs.; ADV 346-Special Events and Promotions, 3 hrs.; ADV 347-Advertising Copywriting, 3 hrs.; ADV 400 or PRL 400-Independent Study, 1-3 hrs.; ADV 440-Advanced Advertising Campaigns; ADV 441 or PRL 461-Seminar in Integrated Marketing Communication, 3 hrs.; ADV 446-Seminar in Advertising, 3 hrs.; ADV 498 or PRL 498-Internship, 3 hrs.; ADV 499-Special Topics, 3 hrs.; COMM 190-Computer Basics, 1 hr.; COMM 192-Introduction to Mass Communication, 3 hrs. or RTV 151-Introduction to Broadcasting, Cable and Internet, 3 hrs.; JRN 281-Basic Reporting, 3 hrs.; JRN 384-Feature Writing, 3 hrs.; PRL 362-Writing for Public Relations, 3 hrs.; PRL 364-Publications Design, 3 hrs.; PRL 366-Seminar in Public Relations, 3 hrs.; PRL 367-Public Relations Campaigns, 3 hrs.; PRL 368-Strategic Writing, 3 hrs.; PRL 466-Seminar in Public Opinion, 3 hrs.; PRL 467-Crisis Communications, 3 hrs.; PRL 499-Special Topics, 3 hrs.; RTV 255-Media Production, 3 hrs.; RTV 354-Writing for Electronic Media, 3 hrs.; RTV 452-Broadcast/Cable Sales, 3 hrs.

Minor – Radio and Television

24 semester hours

Required courses-15 hours: RTV 151-Introduction to Broadcasting, Cable and Internet, 3 hrs.; RTV 255-Media TV Production, 3 hrs.; RTV 351-Radio-Television Performance, 3 hrs.; RTV 354-Writing for the Electronic Media, 3 hrs.; COMM 494-Mass Communication Law and Ethics, 3 hrs.

Communications electives – 9 hours: as directed by advisor

Teacher Certification

NOTE: Please review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin.

Major – Speech Communication and Theatre

(teacher certification)

39 semester hours

Communication Studies requirements: SPCH 101-Introduction to Public Speaking, 3 hrs.; SPCH 107-Introduction to Interpersonal Communication, 3 hrs.; SPCH 204-Business and Professional Speech, 3 hrs. Also, select six hours: SPCH 203-Intro to Performance Studies, 3 hrs.; SPCH 214-Small Group Discussion, 3 hrs.; SPCH 301-Communication Criticism and Analysis, 3 hrs.; SPCH 303-Introduction to Persuasion, 3 hrs.; SPCH 317-Intercultural Communication, 3 hrs.; SPCH 402-Gender, Communication and Culture, 3 hrs.

Theatre requirements: THTR 121-Introduction to Theatre, 3 hrs.; THTR 231-Acting I, 3 hrs.; THTR 431-Introduction to Stage Directing, 3 hrs. Also, select one from each category: THTR 123-Stage Craft, 3 hrs. or THTR 124-Costume Crafts, 3 hrs. or THTR 125-Stage Lighting Crafts, 3 hrs.; THTR 321-Scene design, 3 hrs. or THTR 322-Introduction to Costume Design, 3 hrs. or THTR 323-Lighting Design, 3 hrs.

Radio/TV requirements: RTV 151-Introduction to Broadcast, Cable, and the Internet, 3 hrs.; RTV 255-Media Production, 3 hrs.

Required courses: SPCH 201-Voice and Diction, 3 hrs.; EDUC 401-Teaching Communication in the Secondary School System, 2 hrs. and other courses as directed by the School of Education.

Note: Many Indiana school districts require speech/theatre teachers to have a minor in English as a prerequisite to employment; therefore, an English minor is highly recommended.

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

24 semester hours

Communication Studies requirements (9 hrs.): SPCH 101-Introduction to Public Speaking, 3 hrs.; SPCH 107-Introduction to Interpersonal Communication, 3 hrs.; SPCH 204-Business and Professional Speech, 3 hrs.

Theatre requirements (9 hrs.): Select one from each category: THTR 121-Introduction to Theatre, 3 hrs. or THTR 231-Acting I, 3 hrs. or THTR 431-Introduction to Stage Directing, 3 hrs.; THTR 123-Stage Craft, 3 hrs. or THTR 124-Costume Crafts, 3 hrs. or THTR 125-Stage Lighting Crafts, 3 hrs.; THTR 321-Scene Design, 3 hrs. or THTR 322-Introduction to Costume Design, 3 hrs. or THTR 323-Lighting Design, 3 hrs.

Radio/TV requirements: RTV 151-Introduction to Broadcast, Cable, and the Internet, 3 hrs.; RTV 255-Media Production, 3 hrs.

Additional required courses: SPCH 201-Voice and Diction, 3 hrs.; EDUC 401-Teaching Communication in the Secondary School System, 2 hrs. and other courses as directed by the School of Education.

**Major - Radio and Television
(teacher certification)**

36 semester hours

Required courses: RTV 151-Introduction to Broadcasting, Cable and Internet, 3 hrs.; COMM 192-Introduction to Mass Communication, 3 hrs.; RTV 255-Media Production, 3 hrs.; RTV 350-Radio TV Workshop, 3 hrs.; RTV 351-Radio-Television Performance, 3 hrs.; RTV 354-Writing for the Electronic Media, 3 hrs.; RTV 352-Advanced TV Production and Directing, 3 hrs.; LIBA 497-Mass Media and Society, 3 hrs.; RTV 451-Radio TV Programming, 3 hrs.; RTV 456-Seminar in Broadcasting, 3 hrs.; RTV 453-Broadcast & Cable Management, 3 hrs.; COMM 494-Mass Communication Law and Ethics, 3 hrs.

**Minor – Radio and Television
(teacher certification)**

24 semester hours

Required courses – 21 hours: RTV 151-Introduction to Broadcasting, Cable and Internet, 3 hrs.; COMM 192-Introduction to Mass Communication, 3 hrs.; RTV 255-Media Production, 3 hrs.; RTV 351-Radio-Television Performance, 3 hrs.; RTV 352-Advanced TV Production and Direction, 3 hrs.; RTV 354-Writing for Electronic Media, 3 hrs.; COMM 494-Mass Communication Law and Ethics, 3 hrs.

Select three hours: RTV 453-Broadcast and Cable Management, 3 hrs.; or RTV 456-Seminar in Broadcasting, 3 hrs.

**Minor – Journalism
(teacher certification)**

24 semester hours

Required courses – 21 hours: COMM 192-Introduction to Mass Communication, 3 hrs.; MKTG 201-Introduction to Marketing, 3 hrs.; JRN 273-Digital Photography, 3 hrs.; JRN 281-Basic Reporting, 3 hrs.; JRN 282-Editing and Layout, 3 hrs.; RTV 354-Writing for Electronic Media, 3 hrs.; JRN 385-Supervision of Student Publications, 3 hrs. Select either JRN 383-Editorial Writing, 3 hrs., or JRN 384-Feature Writing, 3 hrs.

Course Descriptions

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

Advertising (ADV prefix)

241 Introduction to Advertising (3) Lecture materials and discussions will focus on all facets of advertising from the client's, the consumer's, and the creator's viewpoints. Methods and techniques used in print and audio/visual media will be studied. F, Sp

342 Advertising Writing and Design (3) A study of the techniques of market analysis, product strategy, copy writing, layout and design, and concept development for advertising. Prereq: ADV 241. F, Sp

343 Media Planning (3) The course treats researching media options, developing a media plan, and learning how to implement the plan. It includes identifying target audiences, the media they use, the cost efficiency of the media, and determining the costs of the total plan. Prereq: ADV 241 and core math or consent of instructor. F, Sp

344 Strategic Campaigns (3) Advanced study in the creation and implementation of advertising campaigns. Students will study the evolution of ad campaigns, the various forms of advertising, and local and national ad campaigns. Students also will practice targeting the audience, creating the advertising concept, and selecting media buys and budgeting. Prereq: ADV 241 and 342 or consent of instructor. F

346 Special Events and Promotion (3) This course examines the elements of a highly specialized form of advertising, specifically the event planning process, creative brainstorming, budgeting, overcoming obstacles, attracting sponsorships, soliciting volunteers, and evaluations. Prereq: ADV 342 or CPT 375 or PRL 364. Sp

347 Advertising Copywriting (3) A study of the principles and practices of writing effective commercial messages for media such as magazines, newspapers, billboards, direct mail, directories, and other promotional copy. It includes studies of message elements; the role of research in developing message strategies; the creative process; and clear, effective, and persuasive copywriting. Prereq: ADV 241 and ENG 201 or core equivalent. F,Su

400 Independent Study in Advertising (3) Designed to provide an opportunity for upper division communications majors and minors to

research subject areas in the field of advertising. A maximum of six hours of ADV 400 may be taken; only three may be taken in any one semester. Prereq: 21 hours of communications, upper division status, and written consent of instructor. Students wishing to take independent study courses in the advertising curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications. 2) No more than three hours of Advertising 400 may be directed by the same instructor. 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

440 Advanced Advertising Campaigns (3) To refine campaign skills to be used as a competition class for the American Advertising Federation. May be taken twice. Prereq: consent of instructor. Sp

441 Seminar in Integrated Marketing Communication (3) Approaching organizations' communications issues through the integration of advertising, marketing, and public relations strategies and techniques. Cross listed with PRL 461 and MKTG 461; may be taken only once as one of these courses. Prereq: senior standing and PRL 261 or ADV 241, and MKTG 201 or 305. Sp

446 Seminar in Advertising (3) A study of the origins and effects of modern advertising and how advertising works on individuals and society. Students will conduct their own inquiries through individual projects designed to make them consider the nature of needs and how to design, advertise, and satisfy them. Prereq: ADV 342 or CPT 375 or PRL 364 and 15 hrs. in major completed. Sp

498 Internship in Advertising (3) Offers students job experience in advertising through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

499 Special Topics (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. Prereq: junior standing.

Communications (COMM prefix)

190 Computer Basics (1) An introduction to basic computer usage and programs designed around common computer tasks and programs, such as QuarkXPress (document/page design), FrontPage (Web page design), PhotoShop (graphics and photography manipulation), or PowerPoint (speech presentation). Course can be repeated three times when students take course with different tasks and programs. No prereq. F, Sp

192 Introduction to Mass Communication (3) Presentation, lectures, and assignments designed to introduce students to the basic concepts of mass communication; to foster an understanding of the roles and functions of communication media in our society; to present concepts and principles of journalism (oral and written); and to prepare students to be intelligent users of media. Students who take COMM 193, 194, or 195 cannot take COMM 192. No prereq. F, Sp, Su

299 Special Topics in Communications (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. No prereq.

494 Mass Communication Law and Ethics (3) A study of the special laws of libel, First Amendment problems, free press vs. fair trial, copyright, the Internet, ethical issues, and regulatory provisions that pertain to mass media. Prereq: junior standing. F, Sp, Su

495 Mass Communication Research (3) Theories and applications of research methods for the mass media including survey design, basic statistical procedures, sampling, and the reporting of data. Prereq: junior or senior standing. F, Sp

Computer Publishing (CPT prefix)

171 Introduction to Visual Concepts (3) Concentration on layout techniques for all categories of print media from editorial spreads to posters, brochures, book covers, etc. The student learns to present a visual message that is functional, aesthetically pleasing, and memorable. No prereq. F, Sp

275 Computer Publishing I (3) Introduction to the basic concepts of computer publishing and the set-up and operation of a computer publishing system, then students are required to solve basic layout problems using desktop publishing software. The course also offers image scanning, basic photo retouching, and file descriptions. Prereq: CPT 171 or consent of instructor. F, Sp

276 Computer Publishing II (3) Advanced concepts and skills of desktop publishing, use of computer type fonts, importing and exporting files, use of inks, paper, spot color, color separations, and the printing process. Prereq: CPT 275 or consent of instructor. F, Sp

374 Internet Communications (3) History of Internet, how it works, how to do effective data searches, building Web sites and home pages, establishing links, importing graphics, effective layout and design, scanning photos, doing in-depth research, ethics, legal concerns, and special-ty uses. Prereq: CPT 276 or consent of instructor. F, Sp

498 Internship in Computer Publishing (3) Offers students job experience in computer publishing or news media through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

499 Special Topics (3) Topics will vary. Purpose of course is to cover topics that are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. Prereq: junior standing.

Journalism (JRN prefix)

180 Journalism Workshop (3) Credit for adequate work toward final publication of *The Shield* newspaper or its Internet site, doing writing, editing, photography, layout, graphics, sales, and/or management. Students may earn as much as three hours credit for this course. No prereq. F, Sp

273 Digital Photography (3) Development in basic skills of mass media photography in a digital environment. Students will use a university camera to take color photographs and then crop, edit, and produce those photographs in a digital computer laboratory. Emphasis will be on the needs of professional photography as used in print and electronic media. Prereq: COMM 192 or consent of instructor. F, Sp

281 Basic Reporting (3) Basic fundamentals of how to gather and report news events for the mass media in such a way as to be meaningful to the public. Stress is on the need for developing writing skills, learning technical terms, writing feature stories, and other materials in a newspaper. Prereq: sophomore standing. F, Sp, Su

371 Advanced Photography (3) Students will develop advanced skills in news judgment, composition, composites, animation, and special

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

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

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

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

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

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

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

400 Independent Study in Journalism (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of journalism. A maximum of six hours may be taken; only three may be taken in any one semester. Prereq: 21 hours of communications, upper division status, and written consent of instructor. Students who wish to take independent study courses in the journalism curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications. 2) No more than three hours of Journalism 400 may be directed by the same instructor. 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

473 Photojournalism (3) The course will focus on the role of photography in mass communication, particularly print and Internet products. Students will study the process of combining text, graphics, and photographs to produce messages. Students will expand on the skills in earlier classes and produce products including many photographs, such as the photograph essay in a journalism or mass media context. Students will process color digital photography products through computers and modern software. Prereq: ENG 101 and JRN 273 or consent of instructor. Sp

481 Reporting Public Affairs (3) An advanced journalism course designed to polish the reporting skills of journalism majors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, the local and

state legislative process, and regional agencies. Each student will produce an in-depth, current news series or package on an issue or topic of current interest. Prereq: COMM 192, JRN 281 and JRN 381. Sp

498 Internship in Journalism (3) Offers students job experience in journalism through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

499 Special Topics (3) Topics will vary. Purpose of course is to cover topics that are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. Prereq: junior standing. F, Sp, Su

581 Reporting Public Affairs (3) A senior or graduate journalism course designed to polish the reporting skills of journalism majors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, the local and state legislative process, and regional agencies. Each student will produce an in-depth project, package, or research paper on an issue or topic of current public affairs interest. Prereq: COMM 192 or consent of instructor. Sp

Public Relations (PRL prefix)

261 Introduction to Public Relations (3) Lecture, discussion, and practical application of basic public relations concepts and processes including public relations in corporations, government, and institutions, public opinion, communication media, ethics of public relations, and public relations campaigns. Prereq: sophomore standing. F, Sp, Su

362 Writing for Public Relations (3) Techniques of writing news releases, newsletters, brochures, public service announcements, speeches, and other print and broadcast messages that are a part of the public relations profession. Prereq: ENG 101, PRL 261, or consent of instructor. F, Sp

364 Publications Design (3) Writing, editing, and designing specialized publications for business and industry. Computer-generated design will include newsletters, brochures, and other publications typically used by organizations in communicating with their target publics. Prereq: junior standing and PRL 261 or consent of instructor. F, Sp

366 Seminar in Public Relations (3) A rotating seminar that addresses various topics essential to the public relations practitioner. May be taken only once. Prereq: PRL 261 and junior standing.

367 Public Relations Campaigns (3) Using research techniques to identify problems and/or public relations opportunities, to monitor implementation of communications programs, and to evaluate those programs; using a planning process to develop public relations objectives, strategies, and tactics designed to meet client/employer needs. Students will work together in groups to develop a detailed public relations campaign plan for clients. Prereq: junior standing and PRL 261 or consent of instructor. F

368 Strategic Writing (3) An applied writing course that focuses on strategically planning and preparing goal-oriented messages, and the selection of appropriate delivery techniques to communicate with an organization's target publics. Prereq: PRL 362 or consent of instructor. F, Sp

400 Independent Study in Public Relations (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the field of public relations. A maximum of six hours may be taken; only three may be taken

in any one semester. Prereq: 21 hours of Communications, upper division status, and written consent of instructor. Students who wish to take independent study courses in the public relations curriculum should be aware of the following points: (1) Only six hours of independent study may apply toward a major in Communications. (2) No more than three hours of Public Relations 400 may be directed by the same instructor. (3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

461 Seminar in Integrated Marketing Communications (3) Approaching organizations' communications issues through the integration of advertising, marketing, and public relations strategies and techniques. Cross listed with ADV 441 and MKTG 461; may be taken only once as one of these courses. Prereq: senior standing and PRL 261 or ADV 241, and MKTG 201 or 305. Sp

463 Public Relations Administration (3) Case studies and problems regarding the principles and application of effective two-way communications in a variety of situations affecting the practice of public relations. Prereq: junior standing and PRL 261. F, Sp

466 Seminar in Public Opinion (3) A study of the nature of public opinion and its influences on government, the role of mass media, polling, propaganda techniques, relationship to voting habits, and a detailed examination of techniques developed and used by the press in influencing public opinion. Prereq: junior standing.

467 Crisis Communications (3) Development of strategic plans and execution of communications for events that have the potential to generate negative news coverage of unfavorable public opinion of an organization. Prereq: junior standing.

498 Internship in Public Relations (3) Offers students job experience in public relations through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

499 Special Topics (3) Topics will vary. The purpose of the course is to cover topics that are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. Prereq: junior standing.

Radio and Television (RTV prefix)

150 Practicum in Broadcasting (1) Assignment of duties at radio station WSWI-AM in the areas of news, production, programming, promotions, music, and operations. Students may earn up to eight hours credit for this course, but may enroll for no more than one credit hour per semester. No more than three credit hours may be applied to a major or minor in Communications. Prereq: consent of instructor. F, Sp, Su

151 Introduction to Broadcasting, Cable and Internet (3) A history and survey of broadcasting. This course traces the development of broadcasting to the present day, with emphasis on contemporary broadcasting with its social, cultural, and economic implications. No prereq. F, Sp, Su

255 Media Production (3) An introductory course covering the fundamentals of digital production techniques for radio, video, and audio and video streaming on the Internet. Prereq: sophomore standing. F, Sp

256 Broadcast Journalism (3) Techniques of gathering, writing, editing, and producing news for radio and television. Topics will include broadcast style, working with wire services, codes of ethics, legal considerations, and news applications of audio and video technology. Prereq: RTV 151 or COMM 192 and RTV 255 or consent of instructor. F, Sp, Su

350 Radio-Television Workshop (1-3) A workshop course involving the planning, production, and presentation of radio and/or television program materials. Prereq: A maximum of six hours credit may be taken in this course in the following manner: 1) no more than three hours may be earned in radio nor more than three hours in television; 2) RTV 255 is the prereq; 3) No more than three credit hours in radio and/or television may be taken in any one semester; 4) Enrollees must have written consent of the instructor. F, Sp, Su

351 Radio-Television Performance (3) Specific training in broadcast performance situations applicable to both radio and television, including commercial announcing, news reporting, interviewing, and ad-lib announcing. Attention is given to pronunciation, articulation, and diction. Prereq: RTV 255, or consent of instructor. F, Sp

352 Advanced Television Production and Directing (3) Study of the problems and techniques of preparing, producing, and directing actual television programs for on-the-air and CCTV applications. Prereq: RTV 255. Sp

353 Techniques of Video Field Production (3) An introduction to the theory and practice of single camera video production with emphasis on using the camera, lighting, special effects, and electronic editing. Prereq: RTV 255. F

354 Writing for Electronic Media (3) A study of the techniques and philosophy, along with actual writing and production of radio and television advertising, public service, continuity, and general program materials. Prereq: ENG 101 and either ENG 201, 301, 302, or consent of instructor. F, Sp, Su

355 Advanced Audio Production (3) Specific training in audio production situations applicable to radio. Digital audio editing is used for the production of commercials, promos, use of natural sound, and long-form shows. Prereq: RTV 255 or consent of instructor. Sp

356 Sportscasting (3) A study of radio and television sports casting, with an emphasis on radio. Emphasis will be placed upon play-by-play sports newscasts, interviewing, and features. Prereq: RTV 255. Sp

357 Advanced Broadcast Journalism (3) A study of the policies and practices of broadcast news programs, series, and documentaries. Students will learn the decision making processes of broadcast news managers, including agenda setting, gate keeping, ethical issues, and utilization of news research data in development of news format and personalities. Students will research, write, and produce a television news series or documentary. Prereq: RTV 255 and RTV 256. F

400 Independent Study in Radio-Television (1-3) This course is designed to provide an opportunity for upper division Communications majors and minors to research subject areas in the field of radio-television. A maximum of six hours may be taken; only three hours may be taken in any one semester. Prereq: 21 hours of communications, upper division status, and written consent of instructor. Students who wish to take independent study courses in the radio-television curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications. 2) No more than three hours of Radio-Television 400 may be directed by the same instructor. 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

451 Radio-Television Programming (3) A study of current theories and practices of radio and television programming. The stimulation of creative thinking regarding media programming and its conversion into tangible and practical form. Special attention is given to important aspects of broadcast law and station management and their relationships to programming. Prereq: RTV 151 and RTV 255 or consent of instructor. F

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

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

456 Seminar in Broadcasting (3) An exploration and discussion of the various major issues, practices, and problems affecting commercial and public broadcasting. Prereq: RTV 151. Sp, A-E

498 Internship in Radio-Television (3) Offers students job experience in radio and television through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

Communication Studies Courses (SPCH prefix)

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

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

201 Voice and Diction (3) Concerned with the anatomy and function of the speech mechanism. Emphasis on articulation, phonation, and resonance. Study of voice characteristics, vocal quality, volume, rate, pitch, and force. This course requires that the students learn the International Phonetic Alphabet. Students evaluate their own speech characteristics. F, Sp

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

204 Business and Professional Speech (3) A study of the theory and principles involved in oral communication situations in the business and professional context. Students will present speeches, participate in interviews, and learn to work in teams. Special attention will be given to the use of computer-mediated communication in each of these units. F

214 Small Group Discussion (3) Primarily a skills course, Small Group Discussion introduces students to the roundtable discussion, panel discussion, and symposium. Students learn about the dynamics of group interaction with emphasis on leadership and group participation. F, Sp

301 Communication Criticism and Analysis (3) A study of selected speakers and speeches representing several periods of U.S. history. Speeches are approached through an examination of the political and social setting in which they occurred. Emphasis is placed upon picking out the main ideas in the documents examined, analyzing the presentation of those ideas, and gaining a better understanding of the role of public address in the decision-making process. Prereq: SPCH 101. F

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

307 Nonverbal Communication (3) This course provides a conceptual and theoretical understanding of how nonverbal communication influences perceptions of self, others, and culture. Emphasis is placed on the critical examination of research in areas such as haptics, proxemics, kinesics, chronemics, and paralanguage. Prereq: SPCH 107, 301, or consent of the instructor. F

SPCH 312 Interviewing: Principles & Practices (3) Emphasis on preparing and structuring interviews. Students will become familiar with various kinds of interviews, settings, styles of questions, successful techniques, and common mistakes. Role-playing opportunities will enable students to employ the principles studied in class. Prereq: SPCH 101. F

313 Advanced Performance Studies (3) Advanced topics in individual performance as a method of textual study, theory and practice in individual performance as an aesthetic event and rhetorical and social act. Prereq: SPCH 203 or consent of instructor.

314 Organizational Communication (3) A review of the research and theoretical approaches to organizational communication. This course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help to alleviate typical interpersonal problems within organizations. Prereq: SPCH 101, SPCH 204. F

315 Readers Theatre (3) This course will focus upon a variety of forms of Readers Theatre. Experiences will be provided in adapting selections for Readers Theatre and creating original scripts. Students will study techniques of both directing and performing Readers Theatre productions. Prereq: SPCH 203 or consent of instructor.

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

400 Independent Study in Communication Studies (1-3) This course is designed to provide an opportunity for upper division communications majors and minors to research subject areas in the discipline. A maximum of six hours may be taken; only three may be taken in any one semester. Prereq: 21 hours of Communications Studies courses, upper division status and written consent of instructor. Students who wish to take independent study courses in the Communication Studies curriculum should be aware of the following points: 1) Only six hours of independent study may apply toward a major in communications. 2) No more than three hours of SPCH 400 may be directed by the same instructor. 3) Students wishing to enroll in independent study courses must receive written permission from their instructors prior to registration. F, Sp, Su

402 Gender, Communication and Culture (3) This course combines cognitive and experimental approaches to gender and culture as they relate to communication. Students will obtain a critical understanding of gender construction and behavior, as well as learn about gendered

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

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

411 Methods of Teaching Speech (3) A study of the objectives, materials, and values of the study of speech, application of speech teaching methods in the areas of public speaking, debate, oral interpretation, and discussion. Designed for speech majors and minors who plan to teach speech in the classroom. F, Sp

420 Seminar in Organizational Communication (3) This course will offer the students the opportunity to examine more closely specialized issues in organizational research, theory, and application. Topics will vary each semester and may include areas such as values and leadership, organizational advocacy, communication training and development, or organizational culture. Students may repeat this course provided the topic is different. Only six hours may apply toward the major in communication studies. Prereq: SPCH 204, SPCH 214, SPCH 314, or consent of the instructor.

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

498 Internship in Communication Studies (3) Offers students job experience in the discipline through a minimum of 150 hours of supervised professional work. Prereq: departmental approval. F, Sp, Su

499 Special Topics in Communication Studies (3) Topics will vary. Purpose of course is to cover topics which are not specific courses in the curriculum. Course may be repeated once if the topic is different from the one previously taken. Prereq: junior standing.

ENGLISH

Students electing to pursue a major in English enter courses of study leading to either a Bachelor of Science or a Bachelor of Arts degree. The Bachelor of Arts program requires a foreign language and provides more liberal studies than the Bachelor of Science program. Students pursuing either degree may choose a writing emphasis and may elect to fulfill the requirements for teacher certification.

The English Department also offers courses leading to a teaching minor, a liberal arts minor (with a choice of emphasis), and a writing concentration certificate. The latter option provides special recognition for students not majoring or minoring in English who complete fifteen hours of advanced writing courses.

All programs in English seek to create an atmosphere in which the student learns to display the traditional values of creativity, competence, broad and specific knowledge, and self-understanding as preparation for professional schools (e.g., graduate school, medical school, law school), for teaching or business, or for any other life goals in which knowledge of language – the most basic human tool – or literature is involved.

English in the University Core Curriculum

English courses meet several criteria in the University Core Curriculum, depending on the particular content of the course. The following composition courses have been approved for UCC credits. ENG 101-Rhetoric and Composition I – Critical Thinking, 3 hrs. credit under Goal A1: Composition/Speech. ENG 201-Rhetoric and Composition II – Argumentation, 3 hrs. under Goal A1 – Composition/Speech.

Literature courses which meet the University Core Curriculum Goal B2-The Arts include the following: ENG 105-Introduction to Literature, 3 hrs.; ENG 251-Masterpieces of English Literature I, 3 hrs.; ENG 252-Masterpieces of English Literature II, 3 hrs.; ENG 261-Masterpieces of American Literature I, 3 hrs.; ENG 262-Masterpieces of American Literature II, 3 hrs.; ENG 282-Bible as Literature I, 3 hrs.; ENG 283-Bible as Literature II, 3 hrs.; ENG 285-Introduction to Film, 3 hrs.; ENG 286-Classical Mythology, 3 hrs.; ENG 302-Creative Writing, 3 hrs.; ENG 330- Ethnic Literature in America, 3 hrs. Literature courses which meet other University Core Curriculum goals are: Goal B1: Ethics: ENG 222-Evil in Literature, 3 hrs.; Goal C2: Individual Development/Social Behavior: ENG 330-Ethnic Literature in America, 3 hrs.; and Goal C5: Global Communities: ENG 386-World Mythology, 3 hrs.

Major – Bachelor of Arts or Bachelor of Science
39-42 semester hours, depending on degree and emphasis

NOTE: English majors are normally expected to use HUM 241-242-The Western Tradition in Literature I-II to fulfill Category C4: Western Culture in the University Core Curriculum.

Bachelor of Arts Degree (requires foreign language)
39 semester hours

Literature Emphasis

Required courses – 21 hrs.: ENG 251-Masterpieces of English Literature I, 3 hrs.; ENG 252-Masterpieces of English Literature II, 3 hrs.; ENG 261-Masterpieces of

American Literature I, 3 hrs.; ENG 262-Masterpieces of American Literature II, 3 hrs.; ENG 301-Advanced Composition, 3 hrs.; ENG 448-Literary Theory and Criticism, 3 hrs.; ENG 451-Plays of Shakespeare, 3 hrs.

Required elective courses – 6 hours:

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

Genre courses – choose one: ENG 433-History of Western Drama I, 3 hrs.; ENG 434-History of Western Drama II, 3 hrs.; ENG 431-Twentieth-Century Poetry, 3 hrs.; ENG 435-Fiction to 1875, 3 hrs.; ENG 436-Fiction from 1875 to 1930, 3 hrs.; ENG 437-Contemporary Fiction, 3 hrs.

Open English electives – 12 hrs. Additional courses to complete 39 hours (no more than 3 hrs. below the 300 level; no more than 3 hrs. in any single course).

Writing Emphasis

The Writing Emphasis offers two tracks for students, one in a general writing option and one in a creative writing option. Both require students to complete the Writing Emphasis Core. The general writing option in the Writing Emphasis is available with both the B.A. and the B.S. degree. The creative writing option in the Writing Emphasis is available only with the B.A. degree.

Required Writing Emphasis Core Courses (18 hours):

ENG 251-Masterpieces of English Literature I, 3 hrs.; ENG 252-Masterpieces of English Literature II, 3 hrs.; ENG 261-Masterpieces of American Literature I, 3 hrs.; ENG 262-Masterpieces of American Literature II, 3 hrs.; ENG 301-Advanced Composition, 3 hrs.; ENG 451-Plays of Shakespeare, 3 hrs.

General Writing Option: Additional courses (choose five of the following): ENG 316-Critical and Investigative Writing, 3 hrs.; ENG 412-Writing for the Professions, 3 hrs. or ENG 411-Writing in the Digital Age; ENG 415-History of Rhetoric, 3 hrs.; ENG 417-History of the English Language, 3 hrs.; ENG 448-Literary Theory and Criticism, 3 hrs.; ENG 491-The Writer at Work, 3 hrs.

Creative Writing Option: Required courses: ENG 302-Creative Writing, 3 hrs.; either ENG 303-Poetry Workshop, 3 hrs. or ENG 304-Fiction Workshop, 3 hrs.;

ENG 402-Advanced Creative Writing, 3 hrs.; ENG 491-The Writer at Work, 3 hrs.; one of the following: ENG 305-Nonfiction Workshop, 3 hrs., or ENG 335-Playwriting I, 3 hrs. or ENG 307-Screen Writing, 3 hrs.

Electives: Additional 300- or 400-level English courses to complete 39 hrs.

Bachelor of Science Degree (does not require foreign language)

42 semester hours

Writing Emphasis

Required Literature Surveys: ENG 251 – Masterpieces of English Literature I, 3 hrs.; ENG 252- Masterpieces of English Literature II, 3 hrs.; ENG 261-Masterpieces of American Literature I, 3 hrs.; ENG 262-Masterpieces of American Literature II, 3 hrs.

Additional required courses: ENG 448-Literary Theory and Criticism, 3 hrs.; ENG 451-Plays of Shakespeare, 3 hrs.; ENG 301-Advanced Composition, 3 hrs.; ENG 316-Critical and Investigative Writing, 3 hrs.; ENG 412-Writing for the Professions, 3 hrs. or ENG 411-Writing in the Digital Age, 3 hrs.; ENG 415-History of Rhetoric, 3 hrs.; ENG 491-The Writer at Work, 3 hrs.

Elective courses – One course selected from the following language courses: ENG 313-Introduction to Linguistics, 3 hrs.; ENG 314-Survey of English Grammars, 3 hrs.; ENG 417-History of the English Language, 3 hrs.

One of the following creative writing courses: ENG 302-Creative Writing, 3 hrs.; ENG 303-Poetry Workshop, 3 hrs.; ENG 304-Fiction Workshop, 3 hrs.; ENG 305-Non-Fiction Workshop, 3 hrs.; ENG 335-Playwriting I, 3 hrs.; ENG 402-Advanced Creative Writing, 3 hrs.

One 300 or 400-level literature course, 3 hrs.

Teacher Certification Major (Bachelor of Arts or Bachelor of Science)

45 semester hours

Note: Students entering the English teaching program should review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin. A student may complete this program with either the B.A. or the B.S. degree.

Required Literature Surveys: 12 hours ENG 251-Masterpieces of English Literature I, 3 hrs.; ENG 252-Masterpieces of English Literature II, 3 hrs.; ENG 261-Masterpieces of American Literature I, 3 hrs.; ENG 262-Masterpieces of American Literature II, 3 hrs.

Other required courses – 21 hours ENG 310-Writing in the Secondary Schools, 3 hrs.; ENG 313-Introduction to Linguistics, 3 hrs.; ENG 314-Survey of English Grammars, 3 hrs.; ENG 448-Literary Theory and Criticism, 3 hrs.; ENG 451-Plays of Shakespeare, 3 hrs.; ENG 301-Advanced Composition, 3 hrs. State requirement: JRN 192-Introduction to Mass Communication, 3 hrs.

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

Minor – Teacher Certification

27 semester hours

Note: Students entering the English teaching program should review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin.

Required courses: ENG 105-Introduction to Literature, 3 hrs.; ENG 251-Masterpieces of English Literature I, 3 hrs.; ENG 252-Masterpieces of English Literature II, 3 hrs.; ENG 261-Masterpieces of American Literature I, 3 hrs.; ENG 262-Masterpieces of American Literature II, 3 hrs.; ENG 301-Advanced Composition, 3 hrs.; ENG 310-Writing in the Secondary Schools, 3 hrs.; ENG 313-Introduction to Linguistics or ENG 314-Survey of English Grammars, 3 hrs.; JRN 181-Introduction to Mass Communication, 3 hrs.

Minor – Literature Emphasis

24 semester hours

Required courses: ENG 251-Masterpieces of English Literature I, 3 hrs.; ENG 252-Masterpieces of English Literature II, 3 hrs.; ENG 261-Masterpieces of American Literature I, 3 hrs.; ENG 262-Masterpieces of American Literature II, 3 hrs.

Elective English courses: 12 hours as directed by advisor.

Minor – Writing Emphasis

24 semester hours

Required courses: ENG 301-Advanced Composition, 3 hrs.; ENG 302-Creative Writing, 3 hrs.; ENG 316-Critical and Investigative Writing, 3 hrs.; ENG 412-Writing for the Professions, 3 hrs. or ENG 411-Writing in the Digital Age, 3 hrs.; ENG 415-History of Rhetoric, 3 hrs.; ENG 448-Literary Theory and Criticism, 3 hrs.

One selected from: ENG 313-Introduction to Linguistics, 3 hrs.; ENG 314-Survey of English Grammars, 3 hrs.; ENG 417-History of the English

Language, 3 hrs. One selected from: ENG 251-Masterpieces of English Literature I, 3 hrs.; ENG 252-Masterpieces of English Literature II, 3 hrs.; ENG 261-Masterpieces of American Literature I, 3 hrs.; ENG 262-Masterpieces of American Literature II, 3 hrs.

Writing Concentration Certificates

15 semester hours

The English Department offers two writing concentration certificates: The Writing Concentration and The Creative Writing Concentration.

The Writing Concentration:

Required courses: ENG 301-Advanced Composition, 3 hrs.; ENG 316-Critical and Investigative Writing, 3 hrs.; ENG 412-Writing for the Professions, 3 hrs. or ENG 411-Writing in the Digital Age, 3 hrs.; ENG 415-History of Rhetoric, 3 hrs. or ENG 417-History of the English Language, 3 hrs.; ENG 491-The Writer at Work, 3 hrs.

The Creative Writing Concentration:

Required courses: ENG 302-Creative Writing, 3 hrs.; ENG 305-Non-Fiction Workshop, 3 hrs. or ENG 335-Playwriting I Workshop, 3 hrs.; ENG 303-Poetry Workshop, 3 hrs. or ENG 304-Fiction Workshop, 3 hrs.; ENG 402-Advanced Creative Writing (poetry) , 3 hrs. or ENG 402-Advanced Creative Writing (fiction) 3 hrs.; ENG 491-The Writer at Work (poetry project or fiction project), 3 hrs.

Course Descriptions

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

100 Introduction to Rhetoric and Composition (3) A portfolio-based, preparatory course in reading, writing, reflection, and discussion, emphasizing rhetorical analysis and strategies for focusing, developing, and organizing writing. Special attention also is given to strategies for revising and editing writing. Course credits will apply as electives toward graduation. Prereq: GENS 098 or appropriate placement, based on such factors as the RCPE score, high school GPA, high school class rank, and DRP. Basic keyboarding skills required; see ASBE 121. F, Sp, Su

101 Rhetoric and Composition I: Critical Thinking (3) A course in the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. Meets University Core Curriculum Goal A1: Composition/ Speech and A3 Critical Thinking. Prereq: ENG 100 or appropriate placement based on such factors as the RCPE score, high school GPA, high school class rank, and DRP. Basic keyboarding skills required; see ASBE 121. F, Sp, Su

105 Introduction to Literature (3) An introduction to literature emphasizing the ability to read critically. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp, Su

201 Rhetoric and Composition II: Argumentation (3) A second course in the critical arts of reading, writing, reflection, and discussion emphasizing the responsibilities of written inquiry and structured reasoning. Meets University Core Curriculum Goal A1: Composition/Speech. Prereq: ENG 101 or approved equivalent. F, Sp, Su

210 Technical Writing (3) The fundamentals of technical communication with emphasis on clear, precise, and orderly exposition. Prereq: ENG 101. F, Sp

222 Concepts of Evil in Literature (3) A study of literary works from different countries and eras that reflect on the causes, nature, and consequences of evil. Special focus on development of ethical principles and decision-making. Meets University Core Curriculum Goal B1: Ethics. No prereq.

251 Masterpieces of English Literature I (3) A survey of masterpieces of English literature from its origins to the end of the 18th century, including works of Middle Ages, Renaissance, and Restoration as well as the neo-classical and pre-Romantic periods of the 18th century. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

252 Masterpieces of English Literature II (3) A survey of masterpieces of English literature from the beginning of the 19th century to the present, including works of the Romantic, Victorian, Modernist, and Contemporary periods. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

261 Masterpieces of American Literature I (3) A survey of masterpieces of American literature from the colonial period to the end of the 19th century, including works pertaining to the foundations of the republic, the American Renaissance, and the Age of Realism. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

262 Masterpieces of American Literature II (3) A survey of masterpieces of American literature of the 20th century, including works pertaining to realism and naturalism, the modernist period, the Southern Renaissance, and contemporary literature. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

285 Introduction to Film (3) An introductory examination of motion pictures as an art form. Students attend a series of selected films and discuss and evaluate them with respect to theme and technique. Critical principles are examined, and basic dramatic, literary, and photographic principles of cinema are investigated. Meets University Core Curriculum Goal B2: The Arts. No prereq. F, Sp

286 Classical Mythology (3) A study of the mythologies of the Near Eastern, Cretan, Greek, Roman, and Northern European civilizations. Meets University Core Curriculum Goal B2: The Arts. Prereq: ENG 201. F

288 Women in Literature Through the 18th Century (3) A study of representations of women in literature written by men and women. For the most part this course falls into these periods: Hebrew, Classical Greek, Roman, Medieval, Renaissance, Seventeenth, and Eighteenth Centuries. The course provides historical background for studying contemporary women's literature, theory, and issues. No prereq.

299 Special Topics of Literature (3) Selected works grouped together because they all deal with the same type (e.g., "Science Fiction," "Satire") author(s) ("Hemingway and Fitzgerald," "Virginia Woolf"), or concept ("Alienation in Literature," "Psychology and Literature"). Each time this

course is offered the particular topic is announced in the class schedule. A student may take this course only once for credit as part of the English requirements, but a student may take the course more than once for elective hours toward University requirements. No prereq.

301 Advanced Composition (3) A flexible course in advanced composition, sometimes, in a lecture-discussion format, stressing advanced techniques of analyzing a question, formulating answers, and organizing and elaborating the presentation; sometimes, in a seminar format, stressing special types of exposition such as technical and business reports, scholarly papers, and magazine articles; and sometimes, in whatever format, concentrating on the cultivation of an effective prose style. Prereq: ENG 201 or consent of instructor. F, Sp, Su

302 Creative Writing (3) Inquiry into the creative process. Students will write poems, short fiction, and dramatic scenes with critical analysis and discussion by the instructor and class. Meets the University Core Curriculum Goal B2: The Arts. Prereq: ENG 201 or consent of instructor. F, Sp

303 Poetry Workshop (3) An intense study of poetry, in which students examine poems of others and address in their own poems, issues of character, personality, image, nuance, tone, setting, and concision. Prereq: ENG 302. Sp

304 Fiction Workshop (3) An intense study of fiction in which students examine fiction of others and write fiction of their own. Prereq: ENG 302. F

305 Non-Fiction Workshop (3) A course in which students will hone critical skills and polish their prose in the literary essay. Prereq: ENG 302. F

310 Writing in the Secondary Schools (3) A course for prospective secondary school teachers on issues related to teaching writing in grades 5-12, including writing as a process, assigning and evaluating student writing, portfolio assessment, and research as writing to learn. Students also will practice writing in a variety of modes. Required for Teacher Certification in English. Prereq: ENG 301 or consent of instructor. F

313 Introduction to Linguistics (3) An introduction to the discipline of linguistics, with particular attention to the following fields: historical linguistics, comparative linguistics, descriptive linguistics, semantics, applied linguistics (with special reference to education), sociolinguistics, psycholinguistics, and assorted grammatical studies. Prereq: ENG 201 or permission of instructor. Sp

314 Survey of English Grammars (3) Survey of the tradition of English grammatical study, including scholarly and pedagogical grammars, from the eighteenth century to the present. Prereq: ENG 201 or consent of instructor. F

316 Critical and Investigative Writing (3) A course aimed at developing critical thinking and investigative skill—the latter involving greater sophistication not only in secondary research but also in primary research (e.g., questionnaires, interviews, etc.) These skills are applicable whether the writing is for government agencies, non-profit organizations, research foundations, business, industry, or education. No prereq. Sp

330 Ethnic Literature in America (3) A survey of significant minority contributions to literature, particularly Black-American, but including

Native-American, Asian-American, and Mexican-American. Meets University Core Curriculum Goal B2: The Arts and C2: Individual Development/Social Behavior. Prereq: 62 semester hours of credit or consent of instructor. Sp

335 Playwriting I (3) An intense study of dramaturgy, in which students will write dramas of their own. Cross-listed with THTR 335. Prereq: ENG 302 and THTR 121.

336 Playwriting II (3) A formal study to help advanced creative writing students sharpen their awareness of contemporary trends in drama and critical theory. Cross-listed with THTR 336. Prereq: ENG 335 (THTR 335) or consent of instructor.

382 Literature of the Bible I (3) Literary study of the Torah and Prophets of the Hebrew Bible, in English translation. Meets University Core Curriculum Goal B2: The Arts. Prereq: sophomore standing or consent of instructor.

383 Literature of the Bible II (3) Literary study of the Writings of the Hebrew Bible, the Apocrypha, and the New Testament, in English translation. Meets University Core Curriculum Goal B2: The Arts. Prereq: sophomore standing or consent of instructor.

386 World Mythology (3) An examination of the major cultural mythologies from around the world for cross-cultural comparisons and contrasts. Meets University Core Curriculum Goal C.5: Global Communities. Prereq: ENG 201 and sophomore standing. Sp

387 Women's Literature and Gender Issues: 19th- and 20th-Century Theory and Praxis (3) A study of significant 19th- and 20th-century works of literature and literary theory by or about women, with special emphasis on the implications of gender for art and culture. Prereq: ENG 201 or consent of instructor.

402 Advanced Creative Writing (3) An advanced course designed for students committed to writing professional poetry, or fiction. Students will be admitted by consent of the instructor and will contract with the instructor to concentrate in one of the above areas. Prereq: ENG 302 and 303 or 304, or consent of instructor. Sp

411 Writing in the Digital Age (3) A course in the kinds of writing made possible by computer-based composing with attention to the impact of technology and computers upon the writer's process and product. The course will cover word processing, document design, desktop publishing, hypertext, e-mail, Internet information access, and multimedia presentation. Prereq: ENG 301.

412 Writing for the Professions (3) Study of practical ways to write the specialized documentation needed for today's industry, science, research, and technical management. Prereq: ENG 301.

415 History of Rhetoric (3) An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of human beings and on historical events which influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own communication and to their evaluation of the communications of others. Cross-listed with philosophy. Prereq: ENG 201 and junior standing. F

417 History of the English Language (3) A chronological study of the recorded history of the English language from the ninth century to the present. Detailed study of major changes in phonology, lexicon (morphology and semantics), and syntax. Attention to the notion and

practice of Standard English and to the development and current state of dialects in the USA. Prereq: ENG 201 and junior standing.

424 Chaucer (3) A study of the major works of Geoffrey Chaucer, particularly *The Canterbury Tales*, with attention to the language and times of Chaucer. Includes lecture and discussion. Prereq: 62 semester hours of credit or consent of instructor.

426 The Literature of the Renaissance (3) Non-dramatic literature of the Renaissance. Emphasis on major figures such as Spenser, Donne, and Milton. Prereq: either ENG 251 and ENG 301 or consent of instructor.

427 Neo-Classical and Eighteenth-Century Literature (3) From Dryden to the pre-Romantics. Emphasizes poetry and changing social thought in England and America, with continental backgrounds. Prereq: ENG 201 and junior standing.

431 Nineteenth-Century Literature (3) The writing of the English Romantics and Victorians and of American writers of the period, studied against the background of nineteenth-century continental writers. Prereq: ENG 201 and junior standing.

432 Twentieth-Century Poetry (3) A study of representative twentieth-century poets. Prereq: ENG 201 and junior standing.

433 History of Western Drama I (3) Survey of representative plays from classic through the Renaissance as a basis for theatrical production and dramatic criticism. Cross-listed as THTR 433. Prereq: ENG 201 and junior standing. F

434 History of Western Drama II (3) Survey of representative plays from the Restoration to the modern periods as a basis for theatrical production and dramatic criticism. Cross-listed as THTR 434. Prereq: ENG 201 and junior standing. Sp

435 Fiction to 1875 (3) A study of English and American prose fiction (principally the novel) before the late 19th-century change to modern realism and naturalism. The course includes the great Victorians and Americans through Hawthorne and Melville with relevant continental backgrounds. Prereq: ENG 201 and junior standing.

436 Fiction from 1875 To 1930 (3) A study of English and American prose fiction of the realist, naturalist, and early modern periods. The course includes such writers as James, Twain, Crane, Conrad, Lawrence, Joyce, and others, with major continental figures as well. Prereq: ENG 201 and junior standing.

437 Contemporary Fiction (3) A study of English and American prose fiction from approximately 1930 to the present, with continental backgrounds. Prereq: ENG 201 and junior standing.

438 Twentieth-Century Southern Literature (3) A study of the literature produced by American Southern writers from ca. 1920 to the present. The course includes such writers as Faulkner, Wolfe, Warren, Welty, and O'Connor. Prereq: ENG 201 and junior standing.

444 Literature in the Secondary Schools (3) A course on issues related to the teaching of literature in grades 5 to 12, including censorship, literary theory, adolescent literature, multicultural literature, the ethics of reading, and the connections between reading and the other language arts: writing, speaking, and listening. Prereq: ENG 301. Su

448 Literary Criticism and Theory (3) A study of literary criticism and aesthetic theory. Consists of a survey of literary theories, and an

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

451 Plays of Shakespeare (3) An intensive study of selected comedies, tragedies, histories, and romances. Required of English majors. Prereq: either ENG 251 and ENG 301, or consent of instructor. F

459 Special Studies in English (1-3) English studies in conjunction with special activities and events, such as seminars, conferences, field work, travel projects, and research. Semester hours of credit awarded for each offering will be determined by the instructor and the department chairperson. Repeatable for up to three hours with change of topics. Prereq: consent of instructor.

490 Practicum: Tutoring and Individualized Instruction in English (3) A course that enables a student to gain practical experience in teaching English on a one-to-one basis while staffing the University's Writing Workshop. Tuition waiver possible. Hours do not apply to University Core Curriculum or the English major. Students attend a weekly seminar of approximately one and one-half hours and tutor in the workshop. Prereq: consent of instructor. F, Sp

491 The Writer at Work (3) An advanced seminar for students in the Writing Emphasis, the Writing Concentration, or the Creative Writing Concentration, involving all aspects of preparing a manuscript through actual publication. Students will complete a project demonstrating such professional competence. Prereq: senior standing and consent of instructor. Sp.

498 Internship in English (3) A course granting credit for work experiences related complementing the English major. The course provides for a minimum of 150 hours of supervised professional work, two written evaluations by the supervisor, an on-site visit by a University representative, maintenance of a log or portfolio, and periodic interviews with a department faculty member. Open to juniors or seniors. Grades assigned as Satisfactory or Unsatisfactory only. Prereq: ENG 301 and consent of instructor. F, Sp, Su

499 Seminar in Literature and Language (3) An advanced topics course for majors, minors, and other qualified students. A maximum of six credit hours may be earned. Prereq: 62 semester hours of credit and consent of instructor.

FOREIGN LANGUAGES

The study of languages acquaints students with cultures other than their own. It prepares students for a teaching career and for various careers in business, government, or other areas with an international focus. The department offers majors, minors, and teacher certification in French, German, and Spanish. Latin students may choose a minor in classical studies, and Japanese students may obtain a proficiency certificate by completing 18 credit hours in the language.

Concentration in Language and International Trade
Language majors may opt for a concentration in international trade and business. This concentration combines the study of a foreign language (French, German, or Spanish) with a business core, culminating with an internship in an international business or organization.

Concentration in Language and International Trade
Required business courses – 30 semester hours:
Accounting 201-202-Accounting Principles, 6 hrs.;
Computer Information Systems 151-Computer Applications, 3 hrs.; Finance 201-Business Finance, 3 hrs.; Management 305-Management of Organizational Behavior, 3 hrs.; Marketing 305-Principles of Marketing, 3 hrs.; Management 445-International Business, 3 hrs.; Economics 241 -Global Economic Issues, 3 hrs.; Economics 265-Elementary Statistics, 3 hrs.; directed business elective, 3 hrs.

Required cognate courses outside the School of Business-1(3): Mathematics 111-College Algebra, 4 hrs.; Economics 208-Microeconomics, 3 hrs.; Economics 209-Macroeconomics, 3 hrs.; Psychology 201-General Psychology, 3 hrs.

Major – French 30 semester hours

Required courses: 203-Intermediate French I, 3 hrs.; 204-Intermediate French II, 3 hrs.; 214-Intermediate French Conversation, 3 hrs.; 303-Advanced Composition and Conversation, 3 hrs.; 309-Contemporary French Culture and Society, 3 hrs.; 311-Introduction to French Literature, 3 hrs.; 416-17th and 18th Centuries French Literature, 3 hrs.; 417-19th and 20th Centuries French Literature, 3 hrs.; 420-Seminar in 20th Century Literature and Culture, 3 hrs.; and one elective (three hours) selected from 400-level special topics courses or individual study as directed by advisor. **Note:** French 101 and 102 cannot be applied toward a French major or minor.

Minor – French 24 semester hours

Required courses: 203-Intermediate French I, 3 hrs.; 204 – Intermediate French II, 3 hrs.; 214-Intermediate French Conversation, 3 hrs.; 303-French Composition and Conversation, 3 hrs.; 309-Contemporary French Culture and Society, 3 hrs.; 311-Introduction to French Literature, 3 hrs.; 416-17th and 18th Centuries French Literature, 3 hrs.; 417-19th and 20th Centuries French Literature, 3 hrs.

Major – German 30 semester hours

Required courses: 203-Intermediate German I, 3 hrs.; 204 – Intermediate German II, 3 hrs.; 241-German Developmental Readings, 3 hrs.; 242-Advanced Developmental Reading, 3 hrs.; 301-German Composition and Conversation, 3 hrs.; 309-

Contemporary German Culture and Society, 3 hrs.; 318-Survey of German Lyric, 3 hrs.; 333-The German Press, 3 hrs.; 334-Introduction to Modern German Drama, 3 hrs.; 418-The German Novelle, 3 hrs.

Note: German 101 and 102 cannot be applied toward a German major or minor.

Minor – German

24 semester hours

Required courses: 203-Intermediate German I, 3 hrs.; 204 – Intermediate German II, 3 hrs.; 241-German Developmental Readings, 3 hrs.; 301-German Composition and Conversation, 3 hrs.; 309-Contemporary German Culture and Society, 3 hrs.; 318-Survey of German Lyric, 3 hrs.; 333-The German Press, 3 hrs. or 418-The German Novelle, 3 hrs.; 334-Introduction to Modern German Drama, 3 hrs.

Note: German 101 and 102 cannot be applied toward a German minor. Teaching minors must take 418-The German Novelle.

Major – Spanish

30 semester hours

Required courses: 203-Spanish Review, 3 hrs.; 204-Reading and Discussion of Contemporary Problems of the Spanish World, 3 hrs.; 301-Advanced Conversation, 3 hrs.; 302-Advanced Spanish Composition and Style, 3 hrs.; 408-Survey of Spanish Literature, 3 hrs.; 409-Survey of Spanish American Literature, 3 hrs.

Elective courses: twelve hours selected from Spanish course offerings as directed by advisor from 300- and 400-level courses or equivalents.

Note: Spanish 101 and 102 cannot be applied toward a Spanish major or minor.

Minor – Spanish

24 semester hours

Required courses: 203-Spanish Review, 3 hrs.; 204-Readings and Discussion of Contemporary Problems of the Spanish World, 3 hrs.; 301-Advanced Conversation, 3 hrs.; 302-Advanced Spanish Composition and Style, 3 hrs.; 406-Spanish Culture, 3 hrs.; 407-Spanish American Culture, 3 hrs.; 408-Survey of Spanish Literature, 3 hrs.; 409-Survey of Spanish-American Literature, 3 hrs.

Teacher Certification

Note: Please review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin.

Major – French

(teacher certification)

38 semester hours

Required courses: 203-Intermediate French I, 3 hrs.; 204-Intermediate French II, 3 hrs.; 214-Intermediate Conversation, 3 hrs.; 303-Composition and Conversation, 3 hrs.; 309-Contemporary French Culture, 3 hrs.; 311-Introduction to French Literature, 3 hrs.; 416-17th and 18th Century French Literature, 3 hrs.; 417-19th & 20th Century French Literature, 3 hrs.; 420-Seminar 20th Century Literature and Culture, 3-6 hrs.; 390-Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Education requirements: Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Elective courses: six to nine hours selected from French course offerings as directed by advisor from 400-level courses or equivalents.

Minor – French

(teacher certification)

24 semester hours

Required courses: 203-Intermediate French I, 3 hrs.; 204-Intermediate French II, 3 hrs.; 214-Intermediate French Conversation, 3 hrs.; 303-French Composition and Conversation, 3 hrs.; 309-Contemporary French Culture and Society, 3 hrs.; 311-Introduction to French Literature, 3 hrs.; 400-Special Topics in French (Stylistics), 3 hrs.; 417-19th and 20th Century French Literature, 3 hrs.

Major – German

(teacher certification)

38 semester hours

Required courses: 203-Intermediate German I, 3 hrs.; 204-Intermediate German II, 3 hrs.; 241-German Developmental Readings, 3 hrs.; 242-Advanced Developmental Reading, 3 hrs.; 301-German Composition and Conversation, 3 hrs.; 309-Contemporary German Culture and Society, 3 hrs.; 318-Survey of German Lyric, 3 hrs.; 333-The German Press, 3 hrs.; 334-Introduction to Modern German Drama, 3 hrs.; 418-The German Novelle, 3 hrs.; German 390-Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Education requirements: Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Elective courses: six hours selected from German 470 in the fields of advanced language study, teacher preparation, culture, and literature, as directed by advisor.

**Minor – German
(teacher certification)**

24 semester hours

Required courses: 203-Intermediate German I, 3 hrs.; 204-Intermediate German II, 3 hrs.; 241-German Developmental Readings, 3 hrs.; 301-German Composition and Conversation, 3 hrs.; 309-Contemporary German Culture and Society, 3 hrs.; 318-Survey of German Lyric, 3 hrs.; 418-The German Novelle, 3 hrs.

Elective courses: three hours selected from German course offerings as directed by advisor.

**Major – Spanish
(teacher certification)**

39 semester hours

Required courses: 203-Spanish Review, 3 hrs.; 204-Readings and Discussion of Contemporary Problems of the Spanish World, 3 hrs.; 301-Advanced Conversation, 3 hrs.; 302-Advanced Spanish Composition and Style, 3 hrs.; 406-Spanish Culture, 3 hrs.; 407-Spanish American Culture, 3 hrs.; 408-Survey of Spanish Literature, 3 hrs.; 409-Survey of Spanish-American Literature, 3 hrs.

Education requirements: Teaching of Modern Foreign Languages in Secondary Schools, 2 hrs.

Elective courses: thirteen hours selected from Spanish course offerings as directed by advisor.

**Minor – Spanish
(teacher certification)**

24 semester hours

Required courses: 203-Spanish Review, 3 hrs.; 204-Readings and Discussion of Contemporary Problems of the Spanish World, 3 hrs.; 301-Advanced Conversation, 3 hrs.; 302-Advanced Spanish Composition and Style, 3 hrs.; 406-Spanish Culture, 3 hrs.; 407- Spanish American Culture, 3 hrs.; 408-Survey of Spanish Literature, 3 hrs.; 409-Survey of Spanish-American Literature, 3 hrs.

**Minor – Classical Studies
24 Semester Hours**

Required courses: Latin 203-Intermediate Latin I, 3 hrs.; Latin 204-Intermediate Latin II, 3 hrs.

Elective Courses: nine hours of ancient Greek and/or Roman history course offerings (HIST 341, 342, 343, 344, 398, 410, and 499) and nine hours from course offerings on the Art and Culture of the Greek and Roman worlds (ENG 286, ENG 499: Greek Tragedy, PHIL 350, ART 345).

Course Descriptions

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

French

101 Elementary French I (3) Fundamentals of the language taught through a multiple approach (understanding, speaking, writing, and reading). French is used extensively as a medium of communication in the classroom. No prereq. F

102 Elementary French II (3) Continuation of French 101. Continued development of French grammar and syntax, vocabulary, conversation, writing, and reading skills. Language of instruction: French. Prereq: French 101 or equivalent. Sp

203 Intermediate French I (3) A thorough review of the French language system to include work in grammar, conversation, reading, and composition. Short readings and songs introduce the students to cultural and literary themes. Language of instruction: French. Prereq: French 102 or equivalent. F

204 Intermediate French II (3) Continuation of French 203. Grammar review will include those structures not covered in 203, with a greater emphasis on composition. Readings from several time periods and genres continue the study of cultural and literary themes. Language of instruction: French. Prereq: French 203 or equivalent. Sp

214 Intermediate French Conversation (3) Intensive oral practice in French on the intermediate level. Often taken concurrently with French 204. Focus on communicative tasks. Topics include French culture, current events, work, and travel. Language of instruction: French. Prereq: French 203 or equivalent. Sp

303 Advanced French Composition and Conversation (3) Intensive oral and written practice. Emphasis on pronunciation, oral and written accuracy, and original composition. Review of selected points of French grammar. Language of instruction: French. Prereq: French 204 or equivalent. F

309 Contemporary French Culture and Society (3) An examination of the main social, political, and cultural trends that form present-day France. Materials include cultural readings, newspapers, maps, documentaries, and films. Language of instruction: French. Prereq: French 204 or instructor's permission. Sp

311 Introduction to French Literature (3) Critical reading and literary and cultural analysis of selected texts in the major literary genres. Language of instruction: French. Prereq: French 204 or consent of instructor. F

390 Teaching of Modern Foreign Languages in Secondary Schools (2) Aims and methods of procedure in teaching modern foreign languages in secondary schools: materials and organization as preparation for student teaching. (Same as Spanish 390 and German 390) Prereq: consent of instructor.

400 Special Topics in French—Topics in the fields of advanced language study, teacher preparation, culture, and literature will be offered from time to time. This course may be taken as often as topics vary. Prereq: consent of instructor. Sp

416 17th and 18th Centuries French Literature (3) An examination of the major literary movements from French Classicism to the Enlightenment through the critical reading of representative texts. Language of instruction: French. Prereq: French 311 or consent of instructor. Sp

417 19th and 20th Centuries French Literature (3) An analysis of representative texts from Romanticism, Realism, Naturalism, Existentialism, and the Absurd. Language of instruction: French. Prereq: French 311 or consent of instructor. F

420 Seminar in Twentieth Century French Literature and Culture (3) Focus on a specific genre, literary movement, or cultural theme. Prereq: French 311 or instructor's permission. May be taken as often as subjects vary. F

499 Individual Study in French (1-3) Research in a specific area of Francophone literature, culture or education, culminating in an analytical paper. Elected upon approval of appropriate faculty advisor. Prereq: one French course on the 400 level (waived in special cases). May be taken twice. Prereq: consent of instructor.

German

101 Beginning German I (3) Fundamentals of the language taught on the principle of multiple approach (understanding, speaking, writing, and reading). German is used extensively as the medium of communication in the classroom. Three class hours a week plus assigned audio cassette review. No prereq. F

102 Beginning German II (3) Continuation of German 101. Continued development of German grammar and syntax, idiomatic expressions, vocabulary, reading, composition, and conversation skills. Language of instruction: German. Prereq: German 101 or equivalent. Sp

203 Intermediate German I (3) A thorough review of the German language system to include work in grammar, reading, composition, and conversation. Readings in the German short story and essay provide the student with interpretive skills and an introduction to major literary and cultural themes. Language of instruction: German. Prereq: German 102 or equivalent. F

204 Intermediate German II (3) A continuation of German 203. Grammar review will include those concepts not covered in 203. Class discussions on the short story and selected topics will increase the student's verbal ability in the language. Language of instruction: German. Prereq: German 203 or equivalent. Sp

231 German Readings in Chemistry (2) A course designed specifically for the student intent on graduate studies in the field of chemistry. Intensive readings in chemical texts and current chemical research, with an emphasis on translation methods. Language of instruction: English. Prereq: German 204 or concurrently.

241 German Developmental Readings (3) A study of six biographical readers specifically designed to provide the student with the 2,000 most frequently occurring words in the German language. In addition to improving the student's reading and speaking facility, the course offers an in-depth understanding of the prominent role of six Germans who have helped to shape world science, history, and art. Language of instruction: German. Prereq: German 203 or concurrently with German 204, or consent of instructor. Sp

242 Advanced Developmental Reading (3) A continuation of the biographical readers series of prominent Germans begun in German 241. Continuing emphasis on vocabulary development. As a transitional step to German 301 (Composition and Conversation), students will learn to apply their developing vocabularies and knowledge of German life and letters through a series of short essays and oral presentations on German. Prereq: German 241 or consent of instructor. F

301 German Composition and Conversation (3) Two of the four language skills receive intensive practice. Frequent oral presentations in varied forms (prepared speeches, debates, impromptu, and panel discussions) aid the student wishing to develop fluency in German, while a series of original compositions develops the student's ability to write German correctly and acquire a literary style. More advanced grammatical and stylistic problems are addressed. Continued emphasis on idiomatic expression. Language of instruction: German. Prereq: German 204 or equivalent. Sp

305 German Culture Practicum (3) A two-part course culminating in a ten-week work experience in Germany. Through six two-hour seminars and outside readings on contemporary Germany the student is prepared for life and work in German society. Two papers – one written prior to departure and another upon returning – will be used to evaluate the student's evolving perspective of German life. Language of instruction: German. Prereq: consent of instructor. Sp

309 Contemporary German Culture (3) An investigation of the cultural psychology which has shaped the social, political, economic, and cultural conditions of today's Germany. Although emphasis is largely contemporary, the course explores the continuing influence of Bismarck's Germany, Weimar, and the two world wars on the Federal Republic. Resource materials are drawn from journals, newspapers, histories, recent films, contemporary essays, and fiction. Language of instruction: German. Prereq: German 203 or equivalent. Sp

318 Survey of German Lyric (3) A study of the most representative poets from the baroque to modern times offers an overview of the major movements in German literature. Language of instruction: German. Prereq: German 204 or equivalent. Sp

333 The German Press (3) Readings in politics, science, economics, art, and music from Germany's leading newspapers. The discussions in German are intended to improve oral proficiency and to make the student aware of current developments in German society. Prereq: German 204 or equivalent. F

334 Introduction to Modern German Drama (3) German drama from mid-19th century to the present time, emphasizing major literary movements and recent experiments in the theatre. Application of the acquired skills are demonstrated by the student in a dramatic presentation as well as through short papers and the final exam. Language of instruction: German. Prereq: German 204 or equivalent. F

390 Teaching of Modern Foreign Languages in Secondary Schools (2) Aims and methods of procedure in teaching modern foreign languages in

secondary schools: materials and organization as preparation for student teaching. (same as Spanish 390.) Prereq: consent of instructor.

418 The German Novelle (3) A study of the novelle from Romanticism to Thomas Mann, with comparisons to the German short story, provides an overview of principle themes and motifs. Application of the novelle and the short story to high school advanced German curriculum will be explored. Language of instruction: German. Prereq: German 204 or equivalent. Sp

470 Special Topics in German (3) Specialized topics to study in the fields of language study, teacher preparation, culture, and literature will be offered from time to time. This course may be taken as often as topics vary. Prereq: instructor's permission. F, Sp

Japanese

101 Elementary Japanese I (3) This course introduces the fundamentals of Japanese through a multiple approach: understanding, speaking, reading, and writing. Cross-cultural comparisons are made. Japanese is used extensively as the medium of communication in the classroom. Audio-cassette practice is required as homework. No prereq. F

102 Elementary Japanese II (3) A continuation of Japanese 101. Development of Japanese grammar, vocabulary, and idiomatic expressions. Cross-cultural comparisons are made. Japanese is used extensively as the medium of communication in the classroom. Audio-cassette practice is required as homework. Prereq: Japanese 101 or the equivalent. Sp

203 Intermediate Japanese (3) This course provides a thorough review and continuation of the Japanese language system to include low-intermediate-level work in listening, speaking, reading, writing, and cross-cultural understanding. Audio-cassette practice is required as homework. Prereq: Japanese 102 or the equivalent. F

204 Intermediate Japanese (3) A continuation of Japanese 203. Emphasis given at the mid-intermediate level to listening, speaking, reading, writing, and cross-cultural awareness. Audio-cassette practice is required as homework. Prereq: Japanese 203 or the equivalent. Sp

301 Third Year Japanese I (3) This course provides a thorough review and continuation of the Japanese language system to include high intermediate-level work in listening, speaking, reading, writing, and cross-cultural understanding. Audio cassette practice is required as homework. Prereq: Japanese 204 or the equivalent. F

302 Third Year Japanese II (3) A continuation of Japanese 301. Emphasis given at the preliminary advanced level to listening, speaking, reading, writing, and cross-cultural awareness. Audio-cassette practice is required as homework. Prereq: Japanese 301 or the equivalent. Sp

351 Advanced Japanese I (3) A continuation of Japanese 302. Emphasis given at the preliminary advanced level to listening, speaking, and cross-cultural awareness. More advanced primary materials are used as the basis for reading and writing. The student is introduced to word processing in Japanese. Prereq: Japanese 302 or the equivalent. F

352 Advanced Japanese II (3) A continuation of Japanese 351. Emphasis continues at the preliminary advanced level to listening, speaking, and cross-cultural awareness. More advanced primary materials are used as the basis for reading and writing. The student is introduced to word processing in Japanese. Prereq: Japanese 351 or the equivalent. Sp

Latin

101 Elementary Latin I (3) Fundamentals of the language will be taught through a multiple approach (comprehension, reading, and composition). The class will be conducted in English with emphasis placed on acquiring the ability to read and comprehend written Latin. No prereq. F

102 Elementary Latin II (3) Continuation of LATN 101. Continued development of Latin grammar, syntax, vocabulary and reading skills. Introduction to major Roman literary figures and themes of Roman culture. Prereq: LATN 101 or equivalent. Sp

203 Intermediate Latin I (3) A thorough review of Latin grammar, syntax, vocabulary, and reading skills. Readings in Latin prose and poetry will provide students with an understanding of Roman culture and literature. Prereq: LATN 102 or equivalent. F

204 Intermediate Latin II (3) Continuation of LATN 203. Review of grammar and syntax will include concepts not covered in Latin 203. An emphasis on reading Latin prose and poetry to develop students' interpretative skills. Prereq: LATN 203 or equivalent. Sp

Spanish

101 Elementary Spanish I (3) This course, together with Spanish 102, is designed as a complete introduction to the Spanish language. The oral skills, speaking and listening, are emphasized, while reading and writing assume increasing importance at later stages. No prereq. F

102 Elementary Spanish II (3) Review of Spanish grammar and syntax, idiomatic expressions, vocabulary building, reading, composition, conversation, and an introduction to Spanish-Latin American civilization. Prereq: Spanish 101 or equivalent. Sp

203 Spanish Review (3) A review of Spanish grammar and syntax, idiomatic expressions, vocabulary building, reading, composition, conversation, and an introduction to Spanish-Latin American civilization. Prereq: Spanish 102 or equivalent. F

204 Readings and Discussion of Contemporary Problems of the Spanish World (3) A preliminary study of ideas of contemporary Spanish-speaking writers through their most important works in the social sciences, especially those related to the underdeveloped countries. Prereq: Spanish 203, its equivalent, or consent of instructor. Sp

241 Spanish Developmental Readings (3) A review of themes, styles, and writing strategies exemplified in models from Spanish and Spanish American literatures. Composition assignments are preceded by oral communicative tasks aimed at internalizing the relevant vocabulary and grammar. Prereq: Spanish 203 or equivalent. Sp

301 Advanced Conversation (3) A study of Spanish vowel and consonant sounds in their various positions with intensive oral practice and special emphasis on accent and intonation patterns. Prereq: Spanish 203 or 204 or equivalent. F

302 Advanced Spanish Composition and Style (3) Intensive practice of original composition with a review of the difficult points of Spanish grammar directed to promote the ability of the student to write Spanish correctly and to develop a literary style. Prereq: Spanish 203 or 204 or equivalent. Sp

331 Spanish for Business (3) A study of the correspondence and documents related to business in Latin American countries. Prereq: Spanish 204 or equivalent.

390 Teaching of Modern Foreign Languages in Secondary Schools (2) Aims and methods of procedure in teaching modern foreign languages in secondary schools: materials and organization as preparation for student teaching. Prereq: consent of instructor.

391 Spanish in the Elementary Schools (1) Preparation and teaching of Spanish in the grade schools. Prereq: Spanish 204 and consent of instructor.

392 Spanish in the Elementary Schools (1) A continuation of 391. Preparation and teaching of Spanish in the grade schools. Prereq: Spanish 391 and consent of instructor.

400 Stylistics (3) A study of essential Spanish morphology, syntax, and semantics. Prereq: Spanish 302.

404 Spanish Diction (3) Interpretive reading in prose and poetry, emphasis on articulation and intonation. Prereq: Spanish 204.

406 Spanish Culture (3) A study of the fundamentals of Spanish thought, philosophy, art and history. Prereq: Spanish 204 or consent of instructor. F

407 Spanish American Culture (3) A comprehensive study of the history, literature, art, religion, and customs of the Spanish American countries. Prereq: Spanish 302 or consent of instructor. F

408 Survey of Spanish Literature (3) A comprehensive study of the landmarks of Spanish literature with emphasis on the literary movements and representative works of famous authors. Prereq: Spanish 302 or consent of instructor. Sp

409 Survey of Spanish American Literature (3) A comprehensive study of Spanish-American literature emphasizing its literary movements, authors, and representative works. Prereq: Spanish 302 or consent of instructor. Sp

416 Spanish American Novel (3) From the romantic to the psychological novel. Prereq: Spanish 302 or consent of instructor.

418 Spanish American Poetry (3) The major poets of Spanish America. Students develop an understanding of traditional poetic forms as manifested in the literature of Spanish America. Prereq: Spanish 302 or consent of instructor. Sp

420 Spanish American Thought (3) Historical and literary analysis of ideas of the principal thinkers of Spanish American countries through their most important works and their influence on the development of the culture in the area. Prereq: Spanish 302 or consent of instructor.

424 Spanish-American Drama (3) Drama of the twentieth century emphasizing the contributions of Argentina, Mexico, and Chile. Prereq: Spanish 302 or consent of instructor.

454 Golden Age Drama (3) The verse dramas which illustrate the dramatic techniques and themes prevalent in Spain (1600-1700). Prereq: Spanish 302 or consent of instructor.

456 Cervantes: Don Quixote (3) The works of Cervantes, with special emphasis on Don Quixote. Prereq: Spanish 302 or consent of instructor. F

474 Spanish Drama of the Nineteenth Century (3) Drama of the nineteenth century with emphasis on the neoclassic works of Moratin and romantic dramas of Duque de Rivas, Hartzenbusch, Garcia Gutierrez, and Zorrilla. Prereq: Spanish 302 or consent of instructor.

476 Spanish Novel of the Nineteenth Century (3) The major prose works of the century, with emphasis on the realistic novels of Alarcon, Valera, Pardo Bazan, Perez Caldos, and Blasco Ibanez. Prereq: Spanish 302 or consent of instructor.

481 Spanish Literature of the Twentieth Century (3) The main currents and representative writers of prose, poetry, and drama. Prereq: Spanish 302 or consent of instructor.

490 Topics in Spanish (3) Specialized topics to study in the fields of language study, teacher preparation, culture, and literature will be offered from time to time. This course may be taken as often as topics vary. Prereq: consent of instructor.

498 Internship in Language and International Trade (3 - 6) Prereq: consent of advisor. F, Sp

GENDER STUDIES

Gender Studies seeks to advance understanding of the meaning and role of gender in social life. Doing so requires looking at gender against the backdrop of cultural, political, historical, and social institutions, and in relation to other influences such as class, race, sexuality, and nationality. As such, Gender Studies is inherently interdisciplinary, with courses offered in numerous departments and schools.

Minor

18 Semester Hours

Required Courses: GNDR 111-Introduction to Gender Studies, 3 hrs.; GNDR 333-Theory of Gender Studies, 3 hrs.

Elective Courses: 12 hours selected from the following courses: ECON 351-Labor Economics; ENG 288-Women in Literature through the 18th Century; ENG 387-Women's Literature and Gender Issues; GNDR 444-Special Topics in Gender Studies; HIST 311-Women and Gender in America; HIST 398-Readings in History: Medieval Women; HIST 398-Readings in History: Women in Antiquity; LIBA 497-Women, Art, and Society; LIBA 497-Parents and Children; MNGT 444-Managing Diversity in Organizations; PHIL 361-Special Problems in Philosophy: Sexual Ethics; PSY 281-Psychology of Women; PSY 298-Human Sexuality; SOC 261-Marriage and Family; SOC 361-Gender and Society; SOCW 400-Special Topics: Women and Social Work; SPCH 402-Gender, Communication and Culture

HISTORY

History offers original and indispensable ways of looking at human experience because it distinguishes and evaluates continuity amid the forces of change. By means of historical inquiry, the modern world is seen as shaped by the past. History enriches the mind by enabling it to compare present and past events, ideas, and movements. As a humanistic discipline, history considers beliefs and values, individual personalities, religions, philosophies, literature, and the fine arts. As a social science, history endeavors to discern patterns over time by examining the development of groups and institutions, politics and economics, wars and the balance of power. History offers a public reservoir from which students can draw knowledge, wisdom, and personal strength.

As a discipline, history educates all students for citizenship and for a variety of careers. History majors and minors are prepared to pursue graduate and professional programs in history and related fields. In addition to teaching, they find careers in diverse areas that include law, public administration, library science, museum and historic site management, business, medicine, and the ministry.

The History Department offers Bachelor of Arts and Bachelor of Science degrees in history and a history minor. It also offers the Bachelor of Science degree for social science teaching majors who can be endorsed in World and/or United States history. The B.A. in history requires completion of 36 hours in history and 12 hours in a foreign language (or demonstration of competence at the intermediate level through an appropriate language examination). The B.A. degree is recommended for students preparing for graduate study in history or for professional school. A minor in one of the humanities or social sciences is strongly recommended. The B.S. in history requires completion of 36 hours in history. A minor in one of the humanities or social sciences is also strongly recommended. The B.S. in history is recommended mostly for those not planning graduate study in history or in a professional program. The B.S. in social science teaching is offered to students preparing for teacher certification in middle and secondary schools.

Major

36 semester hours

Required courses: Six hours selected from 101-The United States to 1865, 3 hrs.; 102-The United States since 1865, 3 hrs.; 130-Issues in American History, 3 hrs. (130 may be taken twice); 111-World Civilizations I, 3 hrs.; 112-World Civilizations II, 3 hrs.; 140-Issues in World History, 3 hrs. (140 may be taken twice); 298-Historical Methods, 3 hrs.;

398-Readings in History, 3 hrs.; and either 498-Senior Seminar in American History, 3 hrs. or 499-Senior Seminar in World History, 3 hrs.

Elective courses: History majors must select nine hours from one of the elective areas of history listed below and six hours from each of the other two areas. Elective Area I: United States History, Elective Area II: European History, Elective Area III: African, Asian, Latin American, Middle Eastern, and Russian/Soviet History. History 398, 498, and/or 499 will be counted in the appropriate Elective Area if taken twice.

Minor

24 semester hours

Required courses: Six hours selected from 101-The United States to 1865, 3 hrs.; 102-The United States since 1865, 3 hrs.; 130-Issues in American History, 3 hrs. (130 may be taken twice); 111-World Civilizations I, 3 hrs.; 112-World Civilizations II, 3 hrs.; 140-Issues in World History, 3 hrs. (140 may be taken twice); 298-Historical Methods, 3 hrs. and one course selected from 398-Readings in History, 3 hrs., 498-Senior Seminar in American History, 3 hrs., or 499-Senior Seminar in World History, 3 hrs.

Elective courses: History minors must select a minimum of 12 hours from the elective areas of history listed below. Not more than six hours may be from any one area. Elective Area I: United States History, Elective Area II: European History, Elective Area III: African, Asian, Latin American, Middle Eastern, and Russian/Soviet History. History 398, 498, and/or 499 will be counted in the appropriate Elective Area if not also counted as a required course above.

Course Descriptions

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

101 The United States to 1865 (3) A survey of United States history from colonial times through the Civil War. Majors in elementary education must take History 101 or 102. No prereq. Sp, Su, F

102 The United States since 1865 (3) A survey of United States history from the end of the Civil War to the present. Majors in elementary education must take History 101 or 102. No prereq. Sp, Su, F

111 World Civilizations I, Beginnings to 1500 (3) The development of the major civilizations, Western and Non-Western, from their beginnings to 1500. The cultural achievements of these civilizations are studied in their historical contexts. Majors in elementary education must take History 111 or 112. No prereq. Sp, Su, F

112 World Civilizations II, 1500-Present (3) The development of the major civilizations, Western and Non-Western, from 1500 to the present. The cultural achievements of these civilizations are studied in their historical contexts. Majors in elementary education must take History 111 or 112. No prereq. Sp, Su, F

130 Issues in American History (3) A selection of issues which focus on understanding aspects of American history within a national and global framework. This course offers first and second-year students an alternative to History 101 and/or 102. May be taken twice for credit toward history major or minor. No prereq.

140 Issues in World History (3) A selection of issues which focus on understanding particular aspects of world history within a global framework. This course offers first and second-year students an alternative to History 111 or 112. May be taken twice for credit toward history major or minor. No prereq.

298 Historical Methods (3) An introduction to the fundamentals of historical research and writing. The course includes substantial analysis of the work of major historians and utilizes basic computerized tools for historical methodology. Required for history major and minor. Prereq: History 101 or 102, 111 or 112 or consent of instructor. Sp

398 Readings in History (3) Readings, discussions, and written assignments designed to acquaint the student with the major historical writings in selected topical and chronological sub-fields of history. The course assists students to broaden their historical knowledge while sharpening their analytical, critical, and writing abilities. Topics in American and World history are chosen by the instructor and the department. Required for history major and a choice among History 398, 498 and 499 for history minor. May be taken twice for credit toward history major or minor. If taken twice for major, it will count in the Elective Area appropriate to its topic. If taken twice for minor, or taken in addition to 498 and/or 499, it counts in the appropriate Elective Area. Prereq: History 101 or 102, 111 or 112, or consent of instructor. Sp, F

498 Senior Seminar in American History (3) A research course in selected fields of American history at the senior level. Students conduct historical research with close guidance from the instructor and write extensive, well-documented papers. History 498 or 499 is required for history major and History 398, 498 or 499 for history minor. May be taken twice for credit toward history major or minor. If taken twice for major, or in addition to History 499, it will count in Elective Area I. If taken twice for minor, or taken in addition to 398 or 499, it will count in Elective Area I. Prereq: History 101 or 102 and 298, or consent of instructor. Sp, F

499 Senior Seminar in World History (3) A research course in selected fields of World History at the senior level. Students conduct historical research with close guidance from the instructor and write extensive, well-documented papers. History 498 or 499 is required for history major and History 398, 498 or 499 for history minor. May be taken twice for credit toward history major or minor. If taken twice for major, or in addition to History 498, it will count in Elective Area II. If taken twice for minor, or taken in addition to 398 or 498, it will count in Elective Area II. Prereq: History 111 or 112 and 298, or consent of instructor. Sp, F

Elective Area I: United States History

286 African-American History (3) An overview of African-European encounters beginning in the 1400s, the development of slavery in British America, the formation of ante- and post-bellum black commu-

nities, the strategies created to counter Jim Crow and more recent forms of white racism, the legacies of the African heritage and their modification by the American setting, the background and achievements of the civil rights movement, and the contributions of African Americans to the course of American history. No prereq.

301 Native American Civilizations (3) Historical survey of early American civilizations. Emphasis is on cultural, religious, social, governmental, and economic developments. Attention is given to the historical significance of the European intrusion and the interchange of American, European, and African ideas, resources, products, and peoples. Prereq: sophomore standing.

302 Colonial America to 1740 (3) Analysis of European discovery and colonization of the Americas, particularly North America. Attention is given to European exploration, interaction with Native American cultures, and the beginnings of colonial development. Prereq: sophomore standing.

303 The American Revolution, 1740-1787 (3) A detailed history of the last decades of the English colonies in America, the forces leading to the American Revolution, and the creation of the United States up to the writing of the Constitution. Prereq: sophomore standing.

304 The Early American Republic, 1787-1848 (3) History of the United States from the creation of the Constitution to the end of the war with Mexico, emphasizing economic growth, territorial expansion, and social change. Substantial attention is given to slavery and antebellum reform. Prereq: sophomore standing.

305 Civil War America, 1848-1877 (3) A study of the United States from the end of the war with Mexico to the end of Reconstruction with emphasis on the coming and course of the Civil War and the reunion of the nation at the war's end. Prereq: sophomore standing.

306 The Emergence of Modern America, 1877-1914 (3) An examination of the social, economic, political, religious, and intellectual developments and controversies that helped shape modern America. Special attention is given to issues raised by industrialization, urbanization, immigration, science, and technology. The Labor, Populist, and Progressive movements are studied closely. Prereq: sophomore standing.

307 The United States and World War, 1914-1945 (3) American history from involvement in World War I to the end of World War II. In addition to exploring America's impact on both world wars and their consequences for United States history, the course analyzes the social, economic, cultural, intellectual, political, and diplomatic history of the interwar period, 1919-1941. Prereq: sophomore standing.

308 United States since 1945 (3) An introduction to American history in the years of the beginning and collapse of the Cold War. The course examines the rise and weakening of the postwar economic and social order, especially during and after the Vietnam War, Watergate, and the Middle East crises of the 1970s. Prereq: sophomore standing.

309 Contemporary America (3) A review of the major events and themes of the late 20th century and of the growth, development, and transformation of the nation after 1975. Prereq: sophomore standing.

311 Women and Gender in America (3) Places the experiences of American women in an international context and considers the contribution of women to American history. Particular attention is given to gender relations, the importance of race and class, and the diverse nature of women's experiences from the colonial period to the present. Prereq: sophomore standing.

313 Immigration and Nationality in America (3) An exploration of the sources and patterns of immigration in American history from the early 1600s to the present. The course also treats the acculturation and assimilation of immigrants and the contributions of ethnic and racial groups to the course of American history. Prereq: sophomore standing.

315 American Environmental History (3) An examination of the interactions of humans and nature in North America from the sixteenth century to the present. Prereq: sophomore standing.

321 Introduction to Historic Preservation (3) A survey of built environment history and the historic preservation movement. Structures, sites, and collections are studied in the context of fund and museum development and management. The relationship of historic sites to local, state, and national organizations and agencies is examined. Student projects include on-site experience. Prereq: sophomore standing.

322 Introduction to Historical Administration (3) An introduction to the field of Historical Administration presenting both management and historic material. The course provides an overview of the not-for-profit manager and the basic functions of the historian in public service. Includes on-site visitation and emphasis upon work areas with a historical focus. Prereq: sophomore standing.

400 Topics in American History (3) An intensive examination of a theme or an era in American history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the history department. May be taken twice for credit toward history major and minor. Prereq: History 101 or 102, or consent of instructor.

411 Religion in America (3) An examination of the impact of religious values and institutions on American history. Special attention is given to the rise, decline, and legacy of mainstream Protestant culture, religious pluralism in the 20th century, the religious origins of social and cultural change, the continuing importance of civil religion, and the implications of the First Amendment for religious expression in America. Prereq: History 101 or 102, or consent of instructor.

419 Communal Utopias in America (3) A study of the utopian thought and historical development of religious and social movements that have employed communal methods of organization in America from colonial times to the present. Shakers, Harmonists, Owenites, Fourierists, Mormons, Oneidans, Hutterites and communal groups since the youth movement of the 1960s are emphasized. No prereq.

431 The American South (3) A study of the American South from its colonial beginnings to the present. Southern society, economy, culture, and politics are examined to assess their influence upon the growth of the nation from the time of slavery to the era of civil rights. Prereq: History 101 or 102, or consent of instructor.

432 The American West (3) The American experience as seen through the movement of people westward with major attention given to the trans-Mississippi west. Prereq: History 101 or 102, or consent of instructor.

433 American Foreign Relations to 1900 (3) The history of United States relations with foreign nations from the War of Independence to 1900. Emphasis is upon the diplomacy of the American Revolution, neutral rights, Monroe Doctrine, Manifest Destiny, territorial expansion, relations with native American tribes, Civil War, and Imperialism. Cross-listed as Political Science 433. Prereq: History 101 or 102, or consent of instructor.

434 American Foreign Relations Since 1900 (3) United States relations with other nations from 1900 to the present. Emphasis is upon the diplomacy of World Wars I and II, intergovernmental organizations, Latin America, the Cold War, Vietnam, China, collapse of the Soviet Union, and the Middle East. Cross-listed as Political Science 434. Prereq: History 102, or consent of instructor.

435 American Thought and Culture to 1865 (3) The impact of European and Native American ideas upon each other and upon the origins and development of the United States from colonial times to the Civil War. Emphasis is upon Puritanism, evangelicalism, the Enlightenment, republicanism, democracy, romanticism, and reform. Prereq: History 101, or consent of instructor.

436 American Thought and Culture Since 1865 (3) The influence of ideas upon United States history, culture, and institutions from the late 19th century to the present. Emphasis is upon the interaction of American society with the unprecedented scientific, technological, religious, political and economic concepts and developments since the Civil War. Prereq: History 102, or consent of instructor.

437 Cities and Suburbs in America (3) An overview of the formation and development of communities in American history, with special emphasis on the urbanization process and the impact of cities. The course also examines the proliferation, character, and consequences of suburbs since the 1920s. Prereq: History 101 or 102, or consent of instructor.

439 History of Indiana (3) A survey of the history of Indiana from early to modern times. No prereq.

490 Internship/Special Studies in History (1-3) This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work or doing honors research. Credit hours available for each offering is determined by the instructor and history department. Course may be repeated for up to 6 hours credit toward history major or minor. Prereq: History 101 or 102, and 298, or consent of instructor.

Elective Area II: European History

341 Ancient Greece to Alexander (3) A detailed survey of the origins and flowering of Greek culture against the backdrop of its archaeology and history, 2000-338 B.C. Prereq: sophomore standing. F, A

342 The Hellenistic Age, Alexander to the Roman Conquest, 338-31 B.C. (3) A political, economic, religious, social, and intellectual history of the Hellenistic world from 338 to 31 B.C. The course explores the massive change brought about by Alexander the Great's unification of the Near East and Greece. Prereq: sophomore standing. Sp, A

343 The Roman Republic (3) An intensive study of the Roman Republican experiment in orderly representative government by law until the revolution that brought on the Roman Empire in 31 B.C. Prereq: sophomore standing. F, A

344 The Roman Empire (3) This course studies the Roman Revolution under Augustus which transformed the Republic into the Empire, Rome's assimilation of the heterogeneous peoples of Europe and the Near East, the cultural and religious dimensions of Rome's Silver Age, and the fall of the Empire in 476 A.D. Prereq: sophomore standing. Sp, A

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

346 The Renaissance, Dante to 1600 (3) An analysis of the great intellectual outburst which produced Dante, da Vinci, Michelangelo, Machiavelli, and the beginning of the Modern era. Prereq: sophomore standing.

347 The Reformation, Wyclif to 1648 (3) The Protestant Reformation and the Catholic response as seen in the context of the political, social, and intellectual history of Europe. Prereq: sophomore standing.

348 Europe, 1648 through Napoleon (3) A study of Absolutism, Enlightenment, and Revolution in their political, economic, religious, social and artistic aspects, from Descartes and Newton through the French Revolution and Napoleon. Prereq: sophomore standing.

349 Europe, Napoleon to World War I (3) An analysis of the impact upon Europe of Conservatism, Liberalism, and Socialism under the impetus of the Industrial Revolution. Emphasis also is upon the relationship of Social Darwinism, Imperialism, and Nationalism to the beginning of the First World War. Prereq: sophomore standing.

351 Europe, World War I to the Present (3) A survey of European society, economy, and politics since 1914. Topics include World War I, Russian Revolution, rise of Fascism, World War II, Cold War, and end of the Soviet Union. Prereq: sophomore standing.

353 England to 1600 (3) English history from the Celtic period to 1600, with accent upon the political and cultural growth of the English nation. Prereq: sophomore standing.

354 England, 1600 to 1815 (3) English history from the beginning of the Stuart Age to the Battle of Waterloo, with particular emphasis on political and cultural change and the early growth of the British Empire. Prereq: sophomore standing.

355 England Since 1815 (3) Modern England and British imperial history, emphasizing the reforms of the 19th century, the Industrial Revolution, imperial relations, and Britain's role in the world wars of the 20th century. Prereq: sophomore standing.

362 Modern France, Napoleon to the Present (3) An examination of the legacies of the French Revolution in the nineteenth and twentieth centuries; developments in industry, art and foreign policy; and the several French political regimes since Napoleon. Prereq: sophomore standing.

364 Modern Germany Since 1815 (3) The rise and development of Germany from the end of the Napoleonic Wars to the present. Topics include Austrian Hapsburg and Prussian Hohenzollern influence, German unification under Bismarck and Kaiser Wilhelm, World War I, the Weimar Republic, Nazi Germany, World War II, the Holocaust and Germany during and since the Cold War. Prereq: sophomore standing.

365 Crusades (3) An intensive study of the holy wars between Western Europe and Islam that took place in the Holy Land and Europe from the late eleventh century to the late fifteenth century. Special emphasis is placed on an analysis of the crusading ideal, the motivations of the crusaders, the changes in crusade ideology as well as Muslim response to Christian military attacks. Cross-cultural exchanges between Christians, Muslims, and Jews in the territories affected by the crusades are also examined. Prereq: sophomore standing.

373 History of Eastern Europe (3) A survey of Slavic and other cultures in Eastern Europe from earliest times to the present. Topics include the influence of religion, the varieties of social and political systems in Eastern Europe, and relationships with nearby states. Prereq: sophomore standing.

381 Western Science and Medicine to 1800 (3) The origin and development of science and medicine in Mesopotamian, Egyptian, Greek, Roman, Islamic, and Western European civilizations through the Scientific Revolution of the 17th and 18th centuries. Prereq: sophomore standing.

382 Western Science and Medicine since 1800 (3) The phenomenal advances in and applications of science and medicine in Europe and the United States from the early 19th century. Prereq: sophomore standing.

410 Topics in World History (3) An intensive examination of a theme or an era in World history. Substantial reading, class discussion, and a major writing assignment are required. The focus of each course offering is determined by the instructor and the history department. May be taken twice for credit toward history major or minor. Prereq: History 111 or 112, or consent of instructor.

441 Ideas in Europe, Descartes to Rousseau (3) An intensive investigation of the individuals whose ideas shaped the Scientific Revolution, Neoclassicism, the Age of Absolutism, the Enlightenment, and the French Revolution. Prereq: History 112, or consent of instructor.

442 Ideas in Europe, Mill to the Present (3) An intensive investigation of the individuals whose ideas contributed to Romanticism and Nationalism, Liberalism and Socialism, and other movements important for understanding the contemporary world. Attention is devoted to developments in the social sciences, humanities, and physical sciences and to the growth of mass culture. No prereq.

451 French Revolution and Napoleon (3) Seeks to understand how the French Revolution and Napoleon Bonaparte helped to usher in the modern world. Stresses the impact of the Enlightenment, development of political systems, and the military and diplomatic repercussions of the French Revolution and Napoleonic Empire. Prereq: History 112, or consent of instructor.

452 European Revolutions (3) A study of Europe's extraordinary revolutionary history, emphasizing the French and Russian Revolutions and the Revolutions of 1848. Focuses on a comparison of patterns, along with gaining an understanding of the impact of industrialization and the role of ideas. Prereq: History 112, or consent of instructor.

453 Labor in Europe and America (3) A comparative survey of trends in the modern labor movement. Considers the growth of trade unions, political parties, and working-class culture in France, Russia, and the United States. Prereq: History 112, or consent of instructor.

490 Internship/Special Studies in History (1-3) This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work or doing honors research. Credit hours available for each offering is determined by the instructor and history department. Course may be repeated for up to six hours credit toward history major or minor. Prereq: History 111 or 112, and 298, or consent of instructor. F, Sp

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

271 History of the Middle East (3) A political and cultural survey of the history of the Islamic peoples, with emphasis on the Arab and Ottoman Empires, the emergence of independent modern states including Israel, and the new Arab nationalism. No prereq.

281 Latin America to 1825 (3) A survey of Latin American history from the Spanish conquest of Native American peoples and cultures to the 19th-century wars of national liberation. No prereq.

282 Latin America Since 1825 (3) An analysis of the political, social, economic, and cultural developments and problems of major Latin American states since independence. No prereq.

285 History of Africa (3) A survey of the history of African peoples and nations from earliest humankind to the present. Considers the major geographical regions of Africa, the impact of Islamic and Christian invaders, 19th-century European colonialism, and the movement toward African independence. No prereq.

371 Tsarist Russia (3) The main currents of Russia's history from earliest times to the Revolution of 1917, including the rise of autocracy and serfdom, foreign policy concerns, and the factors leading to the Revolution. Prereq: sophomore standing.

372 The Soviet Union (3) A study of the Russian Revolution, Marxism-Leninism, the creation of the Stalinist system, the Cold War, and the demise of the Soviet Union. Prereq: sophomore standing.

391 History of China (3) Chinese civilization from its beginnings to modern times. Emphasis is on the traditional Chinese value system, its permeation of society, and its modification under Communism and beyond. Prereq: sophomore standing.

392 History of Japan (3) A historical survey of Japan from the origins of the Japanese people through the post-World War II period. Prereq: sophomore standing.

490 Internship/Special Studies in History (1-3) This course offers an internship in public and applied history through an assigned project at a historic site, museum, library, archive, or other approved institution. The course also may be used to gain credit for special studies in history associated with attending and/or participating in events such as seminars, conferences, and field work or doing honors research. Credit hours available for each offering is determined by the instructor and history department. Course may be repeated for up to six hours credit toward history major or minor. Prereq: History 111 or 112, and 298, or consent of instructor.

HUMANITIES

These courses, which all include interdisciplinary elements, may be used to satisfy the Western Culture component of the University Core Curriculum.

Course Descriptions

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

211 The Western Tradition in the Humanities I (3) A survey of the major thought and art of the Ancient and Medieval worlds as reflected in their literature, fine arts, and philosophy. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

212 The Western Tradition in the Humanities II (3) A survey of the major thought and art of the Renaissance, Enlightenment, and Modern worlds as reflected in their literature, fine arts, and philosophy. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

221 The Western Tradition in Art History I (3) An introduction to the major thought and art of Western culture through a study of its art and architecture. This course will focus on the Ancient and Medieval worlds. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

222 The Western Tradition in Art History II (3) An introduction to the major thought and art of Western culture through a study of its art and architecture. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101, SPCH 101 or 107. F, Sp

231 The Western Tradition in Philosophy I (3) An introduction to the major thought and art of Western culture through a study of the great philosophers. This course will focus on the Ancient and Medieval worlds. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. Alternate years.

232 The Western Tradition in Philosophy II (3) An introduction to the major thought and art of Western culture through a study of the great philosophers. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. Alternate years.

241 The Western Tradition in Literature I (3) An introduction to the major thought and art of Western culture through a study of its literature. This course will focus on the Ancient and Medieval worlds. Fulfills the first half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

242 The Western Tradition in Literature II (3) An introduction to the major thought and art of Western culture through a study of its literature. This course will focus on the Renaissance, Enlightenment, and Modern worlds. Fulfills the second half of the Western Culture component of the University Core Curriculum. Prereq: ENG 101 and SPCH 101 or 107. F, Sp

LIBERAL ARTS

The following numbered courses in the liberal arts do not have departmental affiliation. LIBA 290 and 490 are for the use of students transferring credit from courses taken at Harlaxton College while studying in England. LIBA 497 is used by seniors majoring in Liberal Arts disciplines (except those whose majors involve secondary education) to fulfill the Synthesis category of the University Core Curriculum. Several sections, with differing topics taught by instructors selected from throughout the school, will be offered each semester.

Course Description

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

LIBA 290: Special Topics in Liberal Arts (3-6) A course designed for introductory-level interdisciplinary special topics in the liberal arts. May be repeated for different topics. No prereq. F, Sp, Su

LIBA 490: Advanced Special Topics in Liberal Arts (3-6) A course designed for advanced-level interdisciplinary special topics in the liberal arts. May be repeated for different topics. Prereq: junior standing or consent of instructor. F, Sp, Su

LIBA 497: Capstone Studies (3) A senior-level seminar designed for the Synthesis category of the University Core Curriculum. Topics will change from semester to semester, but each offering will encourage students to draw on their educational experiences to develop interdisciplinary responses to a problem or issue in contemporary life. Open to students of any major or school. Prereq: senior standing or consent of instructor. F, Sp, Su

PHILOSOPHY

Philosophy provides an excellent field of study for students planning to seek advanced degrees in philosophy, law, and theology. Philosophy is also a valuable complementary subject for students in other humanistic fields. Students pursue a Bachelor of Science or Bachelor of Arts degree. The latter, requiring 12 hours of a foreign language, is preferable for those interested in more advanced degrees.

Major

30 semester hours

Required courses: Fifteen hours:

205-Intro. to Logic, 3 hrs. or 305-Intro to Symbolic Logic, 3 hrs.; 344-Contemporary Philosophy, 3 hrs. or 418-Metaphysics, 3hrs. or 420-Epistemology, 3 hrs. or 435-Philosophy of Science, 3 hrs.; 301-Theoretical Ethics, 3hrs. or 363-Bioethics, 3 hrs. or 441-Political and Legal Philosophy, 3 hrs.; 350-History of Philosophy I, 3 hrs.; 351-History of Philosophy II, 3 hrs.

Elective courses: Fifteen hours selected from philosophy course offerings as directed by advisor. (No more than six hours of 200-level courses may be counted.)

Minor

18 semester hours

Required courses: Nine hours:

205-Intro. to Logic, 3 hrs. or 305-Intro. to Symbolic Logic, 3 hrs.; 350-History of Philosophy I, 3 hrs.; 351-History of Philosophy II, 3 hrs.

Elective courses: Nine hours selected from philosophy course offerings as directed by advisor. (No more than six hours of 200-level courses may be counted.)

Course Descriptions (PHIL prefix)

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

200 Introduction to Philosophy (3) The nature of philosophy and its problems. No prereq. F, Sp, Su

201 Introduction to Ethics (3) An in-depth study of issues in practical or applied ethics. No prereq. F, Sp, Su

205 Introduction to Logic (3) Forms of inference in terms of the traditional logic. No prereq.

301 Theoretical Ethics (3) An in-depth study of traditional and contemporary meta-ethical and normative theories. Prereq: one philosophy course or consent of instructor.

304 Philosophy of Art (3) Representative theories of the nature and evaluation of art. Prereq: one philosophy course or consent of instructor.

305 Introduction to Symbolic Logic (3) An examination of the principles and methods of the several branches of symbolic logic. No prereq.

344 Contemporary Philosophy (3) A study of the philosophical thought of important 20th century figures, such as Russell, Wittgenstein, Quine, and Heidegger. Prereq: one philosophy course or consent of instructor.

350 History of Philosophy I (3) A study of the history and development of philosophical ideas from ancient Greece to the close of the Middle Ages. Prereq: one philosophy course or consent of instructor.

351 History of Philosophy II (3) A study of the history and development of philosophical ideas from the Renaissance to the end of the nineteenth century. Prereq: PHIL 350 or consent of instructor.

361 Special Problems in Philosophy (3) (Repeatable with a change in course content.) A study of some selected problem, movement, or philosopher in the field of philosophy. Prereq: one philosophy course or consent of instructor.

362 Interdisciplinary Problems (3) (Repeatable with a change in course content.) An interdisciplinary study of some problem or concept in which the perspective of philosophy is involved. No prereq.

363 Bioethics (3) A critical survey of the ethical issues generated by research and practice in the fields of biology and medicine. Prereq: one philosophy course or consent of instructor. F, Sp, Su

364 Feminist Social Philosophy (3) A survey of concepts essential to feminist social and political philosophy, including sexism, oppression, discrimination, patriarchy, and equality, with critical application of these concepts to current gender-related issues and to students' own experiences as men and as women. Prereq: one philosophy course or consent of instructor.

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

413 Philosophy of Religion (3) Basic problems and philosophically significant theories of religion, including such problems as the relation of faith and reason, and the existence of God. Prereq: one philosophy course or consent of instructor.

415 History of Rhetoric (3) An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of men and on historical events which have influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own writing and their evaluation of the writing of others. Cross-listed with English. Prereq: ENG 201 and junior status.

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

420 Epistemology (3) Alternative theories of the origin, nature, and possibility of knowledge. Prereq: one philosophy course or consent of instructor.

425 Philosophy of Mind (3) Covers topics in the traditional philosophy of mind, e.g., the mind/body problem and more contemporary issues such as intentionality, mental representation, and folk psychology. Prereq: one course in philosophy or consent of instructor.

435 Philosophy of Science (3) An examination of the nature of scientific knowledge and the relation of science to culture. Prereq: one philosophy course or consent of instructor.

441 Political and Legal Philosophy (3) An examination of some central issues in political and legal philosophy, e.g., free speech, racial and sexual equality, constitutional interpretation and the relationship between law and morality. Prereq: one philosophy course or consent of instructor.

445 Philosophy of History (3) An examination of selected theories concerning the nature of the historical process and the nature of historical knowledge. Prereq: one philosophy course or consent of instructor.

Political Science courses that may be counted as philosophy electives.

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

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

POLITICAL SCIENCE

Political science is the study of government and politics or of public issues and the institutions and processes through which conflict over such issues is resolved. Study in political science offers a solid foundation for a liberal arts education regardless of career objectives. Majors have opportunities for practical experience working in political campaigns and serving as interns for local governments or the state legislature. Those interested in careers in teaching, government, business, journalism, and law will find political science an excellent preparation for such vocations. Students with majors in political science may earn a Bachelor of Arts degree, which has a two-year foreign language requirement, or a Bachelor of Science degree.

Major – Political Science

39 semester hours

Required courses: 101-Introduction to Political Science, 3 hrs.; 102-Introduction to American Politics, 3 hrs.; 202-Introduction to Public Administration, 3 hrs. or 203-Introduction to the Policy Process in the United States, 3 hrs.; 245-Political Inquiry, 3 hrs.; 271 – International Politics, 3 hrs.; 281-Comparative Politics, 3 hrs.; and one course selected from 309-American Political Theory, 3 hrs., 345-Man vs. the State, 3 hrs., 445-Political Theory I, 3 hrs., 446-Political Theory II, 3 hrs.

Electives: Fifteen hours selected from political science courses as directed by advisor.

Majors must complete one course in one of these disciplines: economics, psychology, and sociology (a total of three semester hours).

Minor – Political Science

21 semester hours

Required courses: 101-Introduction to Political Science, 3 hrs. or 102-Introduction to American Politics, 3 hrs.; 245-Political Inquiry, 3 hrs.; 271-International Politics, 3 hrs. or 281-Comparative Politics, 3 hrs.; 202-Introduction to Public Administration, 3 hrs. or 203-Introduction to the Policy Process in the United States, 3 hrs.; and one course selected from 309-American Political Theory, 3 hrs., 345-Man vs. the State: Democracy, Fascism, and Communism, 3 hrs., 445-Political Theory I, 3 hrs., 446-Political Theory II, 3 hrs.

Electives: Six hours selected from political science courses as directed by advisor.

Course Descriptions (POLS Prefix)

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

101 Introduction to Political Science (3) Explores the basic principles, processes, and institutions of government and politics in the modern world. Provides a foundation for the study of political science. No prereq. F, Sp, Su

102 Introduction to American Politics (3) Explores the basic elements of the American political process and the institutions of American national government. Provides a foundation for the study of American government and politics. No prereq. F, Sp, Su

202 Introduction to Public Administration (3) Examination of the organizational dynamics and external pressures that affect the administration of government institutions in the United States. Theories and concepts are discussed that pertain to a number of the administrative practices in national, state, and local government organizations: planning, budgeting, staffing, decision making, communicating, implementation, controlling, and evaluation. No prereq.

203 Introduction to the Policy Process in the United States (3) Examination of the major theoretical approaches to the study of public policy and policymaking at the federal, state and local levels in the United States. The course focuses on critical elements of the policy process such as the definition of public problems, agenda setting, policy formulation, policy implementation, oversight, and policy change. No prereq.

208 Law, Courts, and Justice (3) Sources, types, purposes, and sanctions of American law; functions of courts; problems of legal justice in the United States. This course is cross-listed as CRIM 208. No prereq. F, Sp

245 Political Inquiry (3) Introduction to political analysis and methodology with applications to institutions, political systems, and political activity. A review of the evolutionary development of political concepts. Emphasis is on methods of investigation, basic materials, and scholarly sources in the field of political science. No prereq.

261 Environmental Politics (3) Government's response to the human environment. Special attention is given to political treatment of pollution problems, energy crisis, weather modification, and population impact. No prereq.

271 International Politics (3) An introduction to the study of interstate political relations, power, nationalism, and international organizations; discussion of current trends in international affairs. No prereq. F, Sp

281 Comparative Politics (3) Introduction to the comparative study of government and politics. Includes case studies of the political systems of selected nations with particular emphasis on Western Europe. No prereq. F

299 Special Topics in Political Science (3) Provides intensive examination of current political problems and issues as selected by the instructor. Topic will vary each time the course is offered. May be taken twice for credit. No prereq.

305 State and Local Government (3) The framework of states and their local governments in the United States. Indiana government is compared with that of other states. The course stresses the most impor-

tant contributions of local governments to the federal system. Prereq: one political science course or consent of instructor.

306 Political Parties (3) The structure and function of American political parties and their relationship to democratic government. Emphasis is placed upon party organization and strategy in the political process. Historical as well as current sources are utilized. Prereq: one political science course or consent of instructor.

307 Urban Government and Politics (3) Governmental organization, current problems, and the political process in urban America. Prereq: one political science course or consent of instructor.

309 American Political Theory (3) Political thought from Puritan America to the present. Particular emphasis upon the great figures in the evolution of American political ideas. Prereq: one political science course or consent of instructor.

314 The American Presidency (3) Office, role, and powers of the President in the American political system. Prereq: one political science course or consent of instructor.

345 Man vs. the State (3) Examination and analysis of important modern ideologies, with emphasis on communism, fascism, and democracy. Prereq: one political science course or consent of instructor.

351 Leadership in Bureaucratic Organizations in the United States (3) An examination of concepts, theories, and processes relating to leading and managing national, state, and local government bureaucracies in the United States. Particular attention is paid to how leadership and management styles are shaped by internal characteristics of government organizations and external political environments. Prereq: one political science course or consent of instructor.

361 Intergovernmental Relations in the United States (3) An examination of the institutional structure of the American federal system, the basic features of contemporary intergovernmental relationships, the changes that national, state, and local governments have undergone in an era of devolution, and the challenges intergovernmental relationships pose for policy makers. Prereq: one political science course or consent of instructor.

363 Organizational Theory and American Political Institutions (3) An examination of theories about American political organizations at the national, state, and local level. Theories are discussed that relate to government organizations' goals, structures, cultures, and leadership structures. Particular attention is paid to how organizational theories explain variations in government institutions' major functions: policy formulation, policy implementation, and policy revision. Prereq: one political science course or consent of instructor.

371 The United Nations (3) An examination of the UN as an organization, UN functions, regional perspectives, and current issues. Prereq: one political science course or consent of instructor.

382 Politics in Canada (3) Detailed study of the Canadian federal system, with emphasis on parliament, parties and elections, the provinces, the Ottawa bureaucracy, and foreign policy. Prereq: one political science course or consent of instructor.

383 Government and Politics of Latin America (3) Comparative analysis of Latin American political structures, political movements, and political thought with emphasis upon constitutional structures;

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

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

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

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

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

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

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

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

427 State and Urban Administration (3) A study and analysis of the major issue areas of state and urban administration such as finance, organization, public welfare, insurance regulation, parks and recreation, housing, and redevelopment. Prereq: one political science course or consent of instructor.

433 American Diplomacy to 1900 (3) The history of United States relations with foreign nations from the Revolution to 1900. Emphasis is upon the diplomacy of independence, neutral rights, the Monroe Doctrine, Manifest Destiny, the Civil War and Imperialism. This course is cross-listed as HIST 433. Prereq: one political science course or consent of instructor.

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

eign policy relating to World Wars I and II, intergovernmental organizations, Latin America, the Cold War, Vietnam, and China. This course is cross-listed as HIST 434. Prereq: one political science course or consent of instructor.

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

446 Political Theory II (3) Political thinkers and ideas from the seventeenth century to the present. Prereq: one political science course or consent of instructor.

471 International Organizations (3) An examination of the development and functioning of intergovernmental organizations with special emphasis on the United Nations, its specialized agencies, and regional arrangements. Prereq: one political science course or consent of instructor.

473 International Law (3) A systematic study of the origins, objects, sources, and theories of international law. Foremost in importance is the aim to enable students to analyze basic premises and principles of international law and to develop an awareness of the major international legal problems. Prereq: one political science course or consent of instructor.

481 Politics of the Developing Nations (3) Comparative study of problems of political change and modernization in the developing nations. Prereq: one political science course or consent of instructor.

487 Government and Politics of Communist States (3) Government and politics of selected Communist states. Prereq: one political science course or consent of instructor.

495 Judicial Internship (3) Internship in a court for a minimum of 150 hours of supervised, professional work required. The internship experience will provide students with the opportunity to master and critique social science concepts and theories pertaining to the operation of judicial bureaucracies. Prereq: junior or senior status and consent of instructor.

496 Legal Internship (3) Students work as interns in a law office or other law-related organizations for 150 hours. Students also must complete various academic requirements. Working in a law office or other law-related institution provides a pre-law student direct contact with the practical realities of the legal profession and the applications of law in society. This experience also helps a pre-law student decide whether to commit to law school. Thus, a legal internship is a valuable component of pre-law education. Prereq: junior or senior status and consent of instructor.

497 Legislative Internship (6) Students serve as interns in the Indiana State Legislature. Students must be selected by one of the party caucuses in the House or Senate. In addition to working for state legislators, students must attend a speaker series and complete various academic requirements. Serving a one-semester internship in the Indiana State legislature provides direct experience with the realities of practical politics. The internship provides students with concrete illustrations of the political concepts and processes presented in the classroom and thus is an integral part of a student's political education. Prereq: junior or senior status and consent of instructor.

498 Research in Political Science (3) Independent investigation of selected political problems under supervision of instructor. May be taken twice. Prereq: one political science course and consent of instructor. F, Sp

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

Criminal justice courses that may be used as Political Science Electives

CRIM 301 Introduction to Criminal Justice Administration (3)

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

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

PRE-LAW CURRICULUM

The student who plans to study law should consider the characteristics of the legal profession as clearly and definitely as possible in order to decide whether or not it suits his or her purposes in life. Aside from administrative work in business, labor, social service organizations, or public agencies, to which law study often leads, lawyers engage in private practice, alone or in firms, in large and small communities. They serve in salaried positions in business corporations, banks, insurance companies, trade associations, the courts, and government offices. They shift from the practice of law to elective or appointive office and back again. Lawyers' principal reward comes rather from interest in their work and from the opportunities for effective civic and human service which legal activity offers in the communities in which they live and of which they are a part. With patience, courage, integrity, and willingness to work, they will find that their profession affords them a place of respect in society, as well as a means of livelihood.

Law training for these ends is difficult, but not impossible. It requires a good collegiate background of oral and written expression, an understanding of history, a familiarity with science, and an appreciation of the social, political, and economic problems of society. The student's pursuit of genuine intellectual interests of whatever nature, so long as not too narrow in range, is to be preferred over any prescription of subjects that might be taken.

There is, thus, no single preferred course of study for pre-law. Most law schools accept superior students who have good liberal arts backgrounds, regardless of their major fields. In general, however, pre-law students are recommended to major in political science, any of the other social sciences, English, or philosophy.

Each pre-law student will be assigned an advisor in the political science department who will help in the choice of a major, a minor, and other courses best suited to his or her background, interest, and needs.

PSYCHOLOGY

The study of psychology provides students with a framework for understanding human behavior in its many facets. Grounded firmly within the liberal arts tradition, the USI psychology curriculum encourages the development of the capacity to think clearly, analyze problems, and communicate effectively. The departmental major emphasizes the application of quantitative methods to the study of behavior, as well as the application of psychological principles to solving human problems. Psychology majors frequently develop careers in counseling, rehabilitation, and other helping professions, as well as in personnel, business, sales, research, and teaching. Students pursue either a Bachelor of Science or a Bachelor of Arts degree. The latter requires 12 hours of foreign language study.

Internships and research experiences are available in some areas.

Major – Psychology

37 semester hours

Required courses: 201-Introduction to Psychology, 3 hrs; 303-Research Methods and Statistics I, 3 hrs; 353-Research Methods and Statistics II, 4 hrs.

Two of the following courses: 312-Perception, 3 hrs.; 355-Learning and Memory, 3 hrs.; 385-Physiological Psychology, 3 hrs; 425-Cognitive Psychology, 3 hrs.

Two of the following courses: 261-Lifespan Developmental Psychology, 3 hrs; 273-Social Psychology, 3 hrs.; 322-Abnormal Psychology, 3 hrs; 462- Personality, 3 hrs.

Elective courses: 15 hours selected from entire list of offerings in psychology, excluding 498 and 499.

Minor – Psychology

18 semester hours

Required course: 201-Introduction to Psychology, 3 hrs.

Elective courses: 15 hours of psychology courses, at least six hours at the 300 or 400 level.

Course Descriptions (PSY prefix)

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

201 Introduction to Psychology (3) A survey of basic concepts and methods of psychology as a behavioral science and seeks to develop an understanding of the individual and social forces that influence and direct behavior. Prereq for all other psychology courses. F, Sp, Su

261 Lifespan Developmental Psychology (3) An examination of the theories, methods, and issues of lifespan human development. Biological, intellectual, emotional, linguistic, perceptual, and social aspects of growth and development from birth through old age are explored within the context of current and classical research in the field. Common physiological, familial, and social stresses associated with individual stages of development are reviewed. Prereq: PSY 201. F, Sp

273 Social Psychology (3) A survey of concepts, topics, and research in social psychology. Including research methodology, cognitive dissonance, prejudice, attitudes, persuasion, conformity, attraction, group dynamics, aggression, and altruism. Prereq: PSY 201. F, Sp

281 Psychology of Women (3) Investigation of the psychological and physiological determinants of sex differences in behavior with emphasis on development of sex-role identity, interpersonal interactions, achievement and affiliation behavior, sex-typed behavior, socialization, and personality perspectives. Prereq: PSY 201. Sp

298 Human Sexuality (3) Considers sexuality from a broad scientific perspective. Areas covered include sex research and methods, the biological basis of sexuality, sexual behavior, sexuality and the life cycle, sexual problems, and social issues. Prereq: PSY 201. F

303 Research Methods and Statistics I (3) An introduction to the research methods and statistics used by psychologists, with an emphasis on experimentation. Research designs, principles of methodology, and the statistical analysis of results will be emphasized. Prereq: PSY 201, grade of C in math core, plus 6 hours of psychology. F, Sp

312 Sensation and Perception (3) Focuses on physical and psychological aspects of human perception. Study of the senses will consider measurement, methodology, and organizational principles with primary focus on vision. Prereq: PSY 201. F

322 Abnormal Psychology (3) A survey of past and present conceptions of abnormal behavior. Major diagnostic issues, including the role of psychological tests, are discussed. Symptoms, diagnostic criteria, and etiological factors underlying the major disorders are considered, as well as related legal issues. Selected treatments for these disorders are described and evaluated. Disorders considered include anxiety, dissociative, somatoform, psychophysiological, geriatric, affective, schizophrenia, substance abuse/addiction, sexual deviations, disorders of childhood and adolescence, and personality disorders. Prereq: PSY 201. F, Sp

353 Research Methods and Statistics II (4) Advanced topics in the research methods and statistics used by psychologists, with an emphasis on experimentation. Prereq: PSY 303. F, Sp

355 Learning and Memory (3) Covers biological preparedness for learning, classical and operant conditioning, generalization and discrimination, sensory storage of information, short-term memory, long-term memory, language learning, and imagery. Also covered are learning strategies, forgetting, applications, theories, and brain processes. Prereq: PSY 201. F, Sp

361 Child and Adolescent Psychology (3) This course takes an in-depth look at physical, cognitive, and social-emotional development and the inter-relationships of each from conception to adolescence. Topics such as the effects of heredity as well as pre and post-natal environments on growth will be examined in the context of current and classical research in the field. Emphasis will be placed on recent advances in the understanding of forces affecting adaptive and maladaptive development. Prereq: PSY 201. F

362 Clinical Psychology (3) A survey of clinical psychology that considers types of problems, diagnostic instruments, clinical orientations, ethics, and the professional role of the clinical psychologist. Students learn to describe and differentiate among psychodynamic, behavioral, cognitive, humanistic, family and group approaches to treatment. Discussions, demonstrations, and supervised laboratory experiences provide opportunities to relate theoretical knowledge to interviewing, establishing rapport, and basic record-keeping. Prereq: PSY 201 (Introduction to Psychology) and either PSY 322 (Abnormal) or PSY 462 (Personality), or permission of instructor.

365 Motivation and Emotion (3) This course covers physiological, learning, and cognitive analyses of topics such as fear, eating, sex, aggression, achievement, curiosity, altruism, depression, dreaming, stress, drugs, and addiction. Prereq: PSY 201. F

371 Adulthood and Aging (3) This course involves an in-depth study of adulthood and aging by examining the major theories, research, and issues of psychological development. Topics covered will include personality, cognitive functioning, interpersonal relationships, mental and physical health, and sociocultural context. Prereq: PSY 201. Sp

376 Industrial Psychology (3) Examination of psychological principles applied to personnel decision-making including job analysis, performance appraisal, training, and engineering psychology. Emphasis on the selection (hiring) process, including criterion development, standardized tests, simulation, interviews, selection battery validation, adverse impact, and test fairness. Prereq: PSY 201 and any course in statistics or research methodology. F

385 Physiological Psychology (3) The study of behavior as influenced by the nervous system. Physiological mechanisms that underlie behaviors such as sensory and motor processes, motivation, emotion, learning, and behavior pathology are emphasized. Biological background is helpful but not required. Prereq: PSY 201.

400 Special Topics in Psychology (3) Devoted to the study of psychological topics not currently part of the curricular offerings. Topics change with the interests of students and faculty. Students may repeat the course as the topics change. Prereq: PSY 201 and approval of instructor.

425 Cognitive Psychology (3) The study of how the human mind processes information. Topics include models of memory, categorization, concept formation, creativity, and imagery with emphasis on language comprehension and problem solving. Prereq: PSY 201 plus nine additional hours in Psychology. Sp

462 Personality (3) Critical evaluation and comparison of major personality theories. Includes coverage of key issues in personality research such as person perception and cross situational consistency. Prereq: PSY 201 and nine additional hours in psychology. Sp

476 Psychometrics (3) The procedures of test planning, item writing, establishing reliability and validation are presented. Interpretation and combination of scores are covered. Representative tests are discussed to illustrate the principles of test construction and interpretation. Prereq: PSY 201, PSY 303, and junior or senior standing.

498 Internship (3) Provides for a minimum of 150 hours supervised experience related to psychology. Students are expected to arrange internships with approval of instructor, maintain a log of their experiences, and meet regularly with instructor. Assignments are negotiated with the instructor based on the demands of the particular internship experience. Open to juniors and seniors. Grades assigned as Satisfactory or Unsatisfactory only. Credit does not count toward the 37 hours necessary for the psychology major. May be repeated once for a maximum of 6 hours of credit. Prereq: PSY 201, 15 additional psychology hours, and permission of instructor. F, Sp

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

SOCIOLOGY

Students interested in sociology may elect a major or a minor as part of the liberal arts program leading to the Bachelor of Arts degree or Bachelor of Science degree. The Bachelor of Arts degree requires 12 hours of a foreign language.

Sociology majors obtain knowledge that helps prepare them for a wide range of careers in human services, criminal justice, business, government, and non-profit organizations. Graduates may use their sociology major as pre-professional preparation for teaching sociology and for conducting social science research. In addition to a sociology degree, the department offers minors in anthropology and criminal justice (see below for details). Six hours of anthropology courses can count towards a major in sociology. Nine hours of sociology courses in the criminal justice minor can count towards the sociology major. In completing a sociology degree, students may concentrate part of their course work in gerontology.

Major

36 semester hours

Required courses: 121-Principles of Sociology, 3 hrs.; 370-Seminar in Sociology, 3 hrs.; 391-Introduction to Sociological Research, 3hrs.; 392-Statistics for Social Research, 3 hrs.; 481-Contemporary Social Thought or 483-Development of Sociological Theory, 3 hrs.

Four courses from the following list:

341-Sociology of Medicine, 3 hrs.; 343-Sociology of Death and Dying, 3 hrs.; 345-Simulated Games of Society, 3 hrs.; 361-Gender and Society, 3 hrs.; 370-Seminar in Sociology (different topic than one applied

to above required courses), 3 hrs.; 375-Social Change, 3 hrs.; 415-Sociology of the Environment, 3 hrs.; 421-Race and Ethnicity, 3 hrs.; 424-Population, 3 hrs.; 426-Sociology of Deviant Behavior, 3 hrs.; 441-Social Movements, 3 hrs.; 461-Sociological Issues in Education, 3 hrs.; 463-Wealth and Poverty, 3 hrs.; 481-Contemporary Social Thought, 3 hrs.; 483-Development of Sociological Theory, 3 hrs.; ANTH 333-Cultural Anthropology, 3 hrs.

Electives: Nine hours of directed sociology electives.

Minor

18 semester hours

Required courses: 121-Principles of Sociology, 3 hrs.; 370-Seminar in Sociology, 3 hrs.; and one 300/400 level sociology course.

Electives: Three three-hour sociology courses as directed by advisor. One course in anthropology can be used toward the minor.

Gerontology Concentration (may be pursued as a sociology major is completed)

15 semester hours

Required courses: Social Work 223-Introduction to Gerontology, 3 hrs.; Sociology 499-Internship in Sociology, 3 hrs.; HP 315-Health Care Aspects of Gerontology, 3 hrs.

Electives: Six hours from the following: SOC 343-Sociology of Death & Dying, 3 hrs.; SOCW 323-Social Work Practice with the Aged, 3 hrs.; or PSY 261-Lifespan Developmental Psychology, 3 hrs. Other recommended courses for study: SOC 261, 3 hrs.; 421, 3 hrs.; PSY 201, 3 hrs.; BIOL 105, 3 hrs.; 276, 3 hrs.

Course Descriptions (SOC prefix)

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

121 Principles of Sociology (3) An examination of social dynamics and consequences of social life. The main topics are culture, social groups, socialization, deviance, social stratification, race relations, gender, and family. It is required of majors and minors. No prereq. F, Sp, Su

200 Special Topics in Sociology (3) This course is a means for the study of selected topics of current interest and importance in sociology. These topics will vary in accordance with the interests of students and faculty. Students may repeat the course without limit as the topic changes. Prereq: SOC 121.

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

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

231 Social Problems (3) Examination of the nature, extent, causes, and effects of selected contemporary social problems, such as gender, sexual behavior, drugs, environment, economic inequality, racial inequality, crime, and education. Prereq: SOC 121. F, Sp

235 Juvenile Delinquency (3) Definitions and interpretations; theories of causation and prevention; organization and functions of community agencies and institutions including police, courts, and probation services. Prereq: SOC 121. F, Sp

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

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

341 Sociology of Medicine (3) The social organization of medical care. The course considers patterns of morbidity and mortality, social epidemiology of disease, social effects of disease, doctor-patient relationships, cost of medical services, hospitalized patients, modes of medical practice, hospital organization, and programs of medical care. Prereq: SOC 121. F

343 Sociology of Death and Dying (3) The social structures and processes involved with death and dying. The course considers different concepts of death, death as a social disease, the demography of death, the determination of death, the funeral industry, the social psychology of dying, dying patients, and the survivors of death. Prereq: SOC 121. Sp

345 Simulated Games of Society (3) The study of society through the use of simulated games. The power structure, the social class system, the justice system, sex roles, different cultures, whole societies, ghettos, economic systems, municipal politics, and national political parties are simulated in classroom games to provide the student with experiential knowledge of these processes. Prereq: SOC 121. F

361 Gender and Society (3) An exploration of gender patterns. The course focuses on gender differences. It analyzes the causes and the consequences of these differences for social life, including the various social inequalities between males and females that have become institutionalized in American society. Prereq: SOC 121. F, Sp

370 Seminar in Sociology (3) An intensive, small-group discussion of recent research on topics of current interest to sociologists. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. No prereq. F, Sp, Su

375 Social Change (3) An investigation of change in cultural patterns, behavioral relationships, and social structure. Topics comprise social movements, work, urbanization, family, computerization, social organizations and other aspects of American society. Prereq: Soc 121.

391 Introduction to Sociological Research (3) An examination of the various methods that sociologists use to conduct research. Course work includes concept formation, sampling, questionnaire construction, content analysis, experiments, and field observations. Students learn how to conceptualize and design their own research project. Prereq: SOC 121, six other hours of sociology courses. F

392 Statistics for Social Research (3) An introductory course in descriptive and inferential statistics. Course work includes probability, univariate statistics, bivariate statistics, and statistical modeling using the SPSS computer analysis software package. Students learn how to write research reports using statistical evidence. Prereq: SOC 121, SOC 391, MATH 108 or MATH 111. Sp

415 Sociology of the Environment (3) A sociological approach to understanding the interaction of society and the natural environment. It focuses on social causes and consequences of environmental problems and mitigating actions taken toward them. It also addresses inequality in the distribution of environmental problems. Several specific cases are studied in detail. Prereq: six hours of sociology or consent of instructor.

421 Race and Ethnicity (3) A sociological exploration of the origins and influence of race, ethnicity, and cultural/national identity in American and international stratification systems. Prereq: six hours of sociology or consent of instructor.

424 Population (3) The quantitative and qualitative aspects of population and population trends in significant areas of the world; emphasis is on cultural implications with some attention to population research techniques. Prereq: six hours of sociology or consent of instructor.

426 Sociology of Deviant Behavior (3) An examination of various concepts of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. The course emphasizes the relationship of such behavior to social structure and social processes. Prereq: six hours of sociology or consent of instructor.

441 Social Movements (3) Consideration of social movements as attempts to establish a new order of life. Analyzes states of development from inception to the achievement of full institutionalization. Specific social movements are examined such as the labor movement, the women's movement, and racial, religious, and political movements. Prereq: six hours of sociology or consent of instructor.

461 Sociological Issues in Education (3) An examination of current problems and controversies in American education from preschool to college, particularly issues involving quality and equality. The course explores the reciprocal influence between educational institutions and other institutions in American society. No prereq.

463 Wealth and Poverty (3) An examination of social stratification in U.S. society with comparisons to other countries. The course explores different indicators of inequality, the social class system, theories of inequality, poverty, social mobility, and legitimation of inequality. It also explores racial and gender stratification. Prereq: six hours of sociology or consent of instructor.

481 Contemporary Social Thought (3) An examination of several contemporary perspectives on the nature of society. The course focuses on cultural, economic, genetic, and social forces as tools to explain concrete social phenomena. Prereq: six hours of sociology or consent of instructor. Sp

483 Development of Sociological Theory (3) An examination of three theoretical traditions in sociology: Structural-Functionalism, Marxist/Critical, and Historical/Interpretive Sociology. The course explores the historical formation of the significant developments within each tradition along with other classical and contemporary sociological ideas. Prereq: six hours of sociology or consent of instructor. F

489 Independent Study (1-3) An extensive examination of the main sociological ideas on a specific topic. The major paper is a product of critical reading or advanced research. The course may be taken up to six hours. Prereq: nine hours in sociology and consent of instructor. F, Sp

499 Internship in Sociology (3) An opportunity for a job-related experience in the area of sociology. Students will be placed in an agency that reflects their future occupational interests. The course may be taken up to six hours. Prereq: nine hours in sociology and consent of instructor. F, Sp

ANTHROPOLOGY

A minor is available in the field of anthropology. The minor consists of 18 credit hours. Coursework is directed toward either cultural anthropology or archaeology. Six hours of anthropology may be applied to a sociology major and three hours to a minor.

Minor

18 semester hours

Required courses: 101-Introduction to Anthropology, 3hrs.; 261-Introduction to Archaeology, 3 hrs.; 333-Cultural Anthropology, 3hrs.

Electives: Nine additional hours as directed by an advisor. These courses can be chosen from the list below.

Course Descriptions (ANTH prefix)

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

101 Introduction to Anthropology (3) A survey of the disciplines of anthropology: physical anthropology, archaeology, cultural anthropology, linguistics, and applied anthropology. The nature of language and culture and the processes of biological and sociocultural evolution are major topics examined. No prereq. F, Sp

200 Special Topics in Anthropology (3) A study of selected topics of current interest and importance in anthropology. These topics will vary in accordance with the interests of the students and faculty. Students may repeat the course without limit as the topic changes. No prereq.

251 Peoples of Latin America (3) An introduction to the ethnology and ethnography of modern Latin America with emphases on: the Native-American peoples of the Andean highlands, southern Mexico and Guatemala, and the lowland rainforests; African-American peoples of the Caribbean Islands, the Guianas, and Brazil; the Brazilians and Luso-Brazilian culture; and the Spanish-speaking peoples and Hispanic culture in Cuba, Mexico, and urban Peru. Global issues are addressed including the drug trade and rainforest deforestation. No prereq. ANTH 101 recommended.

255 The Cultures of Asia (3) An introduction to the societies and cultures of Asia: China; Japan; Southeast Asia with emphases on Malaysia, Indonesia, and Vietnam; and Central Asia with special attention to Mongolia, Tibet, and the Turkic-speaking peoples of western China and Kazakhstan. No prereq.

261 Introduction to Archaeology (3) An introduction to archaeological theories, concepts and methods, and their application in the reconstruction of both prehistoric and historic cultures. This course includes laboratory sessions during class periods and a weekend field project. No prereq.

262 Archaeology of North America (3) Designed to introduce students to the cultural history of North America before European conquest, focusing on the processes of social and cultural evolution. No prereq. ANTH 101 or ANTH 261 recommended.

305 Indians of North America (3) The ethnography of Native American cultures through a detailed study of representative tribal units by cultural areas. The course includes an examination of historic Native American cultures from first contact with Europeans to the role of North American Indian populations as an important ethnic group in modern American life. Prereq: ANTH 101 or ANTH 262 or consent of instructor.

333 Cultural Anthropology (3) A global, comparative study of all aspects of culture. Topics comprise technology, political economy, social organization, gender, religion, values, war, languages, ethnicity, and cultural change. Prereq: ANTH 101, SOC 121, or consent of instructor.

353 Human Origins (3) An examination of the biological bases of human society and culture. This course surveys human evolution from pre-human ancestors to the appearance of Homo-Sapiens. Prereq: ANTH 101.

370 Seminar in Anthropology (3) An intensive, small-group discussion of recent, provocative books on topics of current interest to anthropologists. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. Prereq: consent of instructor.

407 Psychological Anthropology (3) Examines theories of the relationship of culture and the individual. Topics covered include cognition and perception, enculturation processes, emotional patterning, "national character," culture change, and deviant behavior, from a cross-cultural perspective. Prereq: ANTH 101 or SOC 121 or PSY 201.

489 Independent Study in Anthropology (3) An extensive examination of the main anthropological ideas on a specific topic. The major paper is a product of critical reading or advanced research. The course may be taken up to six hours. Prereq: nine hours sociology/anthropology and consent of instructor.

499 Internship in Anthropology (3) An opportunity for work experience in the area of anthropology. For students interested in graduate school, the internship will involve field research. The course may be taken for up to six credit hours with different placements. Prereq: nine hours in anthropology/sociology and consent of instructor.

CRIMINAL JUSTICE

A minor is available in the field of criminal justice. It is intended for students interested in careers in criminal justice or as a supplement to their major. Nine hours of sociology courses in the minor may also count toward a sociology major.

Minor

24 Semester hours; 12 of these hours must be at the 300/400 level

Required Courses: SOC 121-Principles of Sociology, 3 hrs.; CRIM 141-Introduction to Criminal Justice, 3 hrs.; SOC 225-Criminology, 3 hrs.

Four courses from the following list: SOC 225-Juvenile Delinquency, 3 hrs.; SOC 426-Sociology of Deviant Behavior, 3 hrs.; CRIM 200-Special Topics in Criminal Justice, 3 hrs.; CRIM 244-Police & Society, 3 hrs.; CRIM 301-Criminal Justice Administration, 3 hrs.; CRIM 302-Criminal Law, 3 hrs.; CRIM 370-Criminal Justice Seminar, 3 hrs.; CRIM 401-Probation & Parole, 3 hrs.; CRIM 489-Independent Study, 3 hrs.; CRIM 499-Internship, 3 hrs.; POLS 208-Law, Courts & Justice, 3 hrs.; POLS 405-Constitutional Law, 3 hrs.; POLS 406-Constitutional Rights, 3 hrs.

One diversity course from the following list: SOC 200-Special Topics in Sociology (topic must be approved by a sociology advisor), 3 hrs.; SOC 231-Social Problems, 3 hrs.; SOC 361-Gender & Society, 3 hrs.; SOC 370-Sociology Seminar (topic must be approved by a sociology advisor), 3 hrs.; SOC 421-Race and Ethnicity, 3 hrs.; SOC 463-Wealth & Poverty, 3 hrs.

Course Descriptions (CRIM prefix)

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

141 Introduction to Criminal Justice (3) A survey of the criminal justice system of the United States. The main topics include the theories of crime, laws and the courts, juvenile justice, policing, and corrections. F, Sp

200 Special Topics in Criminal Justice (3) This course allows for the study of selected topics of current interest and importance in criminal

justice. These topics will vary in accordance with the interests of students and faculty. Students may repeat the course without limit, as the topic changes. Prereq: CRIM 141

244 Police & Society (3) This course explores how the various law enforcement agencies interact with society. The main topics include the history of law enforcement in the U.S. and other countries, and current issues and controversies in policing. Prereq: CRIM 141. Sp

301 Criminal Justice Administration (3) Analysis of the public institutions which determine policy and practice in the administration of the criminal justice system. This will include the legislature, the police, the courts, and correctional systems. Prereq: CRIM 141 or SOC 121 and junior level standing. Sp

302 Criminal Law (3) History and development of criminal law as a system of social control; the relationship among criminal laws; and the workings of courts and correctional systems. Prereq: CRIM 141 or SOC 121 and junior level standing. F

370 Seminar in Criminal Justice (3) An intensive, small-group discussion of recent, provocative books on topics of current interest to criminal justice professionals and criminologists. The seminar format will emphasize critical thinking and discussion. Students may take the course more than once as the reading list changes. Prereq: consent of instructor.

401 Probation and Parole (3) The processes of probation and parole in the United States in terms of its historical development, philosophy, and standards; attention is focused on the utilization of parole and probation as tools of social control with special emphasis on the implications of the philosophical impact of probation and parole on field practices. Prereq: CRIM 141 or SOC 121 and junior level standing. F

489 Independent Study in Criminal Justice (3) An extensive examination of the main criminal justice/criminology ideas on a specific topic. The major paper is a product of critical reading or advanced research. The course may be repeated for up to six credit hours. Prereq: nine hours sociology/criminal justice and consent of instructor.

499 Internship in Criminal Justice (3) An opportunity for work experience in the area of criminal justice. For students interested in graduate school, the internship will involve field research. The course may be repeated for up to six credit hours with different placements.

SOCIAL SCIENCE-ASSOCIATE DEGREE 65 semester hours

The associate degree program in social sciences is designed for students who anticipate the need for only two years of college education. Basically it reflects the training received in the first two years of a regular four-year program, and a student may, if he or she desires, continue on to a baccalaureate degree. At the same time a student with an associate degree will have the satisfaction of having recognition for his or her efforts, and will be able to produce a tangible certification for prospective employers.

Required University Core Curriculum courses (35 hrs.): ENG 101, 3 hrs.; ENG 201, 3 hrs.; SPCH 101, 3 hrs.; Health/Fitness-1 hr.; MATH 108 or MATH 111, 4 hrs.; Western Culture, 3 hrs.; History, 3 hrs.; Ethics or Arts, 3 hrs.; Science, 3 hrs.; Indiv. Social, 6 hrs.; Global Communities, 3 hrs.

Required social science courses (18 hrs.): 18 hours in a single area of concentration selected from psychology, sociology, economics, political science, United States history, or world history.

Elective courses: 12 hours.

Social Studies Teaching Certification

Students seeking a bachelor's degree in social science and standard certification as a senior high/junior high/middle school (grades 5 through 12) social studies teacher should contact the chair of the department of their primary certification area early in their education career. In this initial contact the student will be assigned an advisor to assist in planning the entire four-year program leading to certification. A complete file on each student will be maintained in the dean's office. Three components comprise each program leading to Indiana certification as a secondary teacher of economics, geography, government, psychology, sociology, United States history, and world civilizations. These components are:

1. University Core Curriculum (51 hours). Please review requirements for the University Core Curriculum printed elsewhere in this bulletin.
2. Professional Education (Courses taught by the Bower-Suhrheinrich School of Education and Human Services necessary to meet state licensing requirements). Review appropriate sections elsewhere in this bulletin under the Bower-Suhrheinrich School of Education and Human Services.
3. Major or minor certification in Indiana is by teaching areas. There is no blanket license that covers all of the teaching areas; rather, students must select from the following areas, as stipulated in the "Requirements for the Major" (p. 141).

Economics	Sociology
Geography	United States History
Government	World Civilizations
Psychology	

Two certification programs are offered: the teaching major and the teaching minor.

4. The teaching major requires a minimum of 60 hours and certifies students to teach history and government. The major includes 36 semester hours in history and political science and 12 semester hours in economics, psychology or sociology. Students take an additional 12 hours to qualify for a teaching area in economics, psychology or sociology.
5. The teaching minor requires a minimum of 24 semester hours: 15 semester hours in one teaching area and nine semester hours in diversified work selected from three of the teaching areas outside the one selected for certification or comprised of interdisciplinary studies in history and the social sciences.

Neither the teaching major nor the teaching minor provides comprehensive certification to teach social studies in Indiana. Licensing is based on teaching areas instead. After successful completion of 55 hours of course work, candidates for certification must submit an application for admission to the teacher education program. Application materials are available in the School of Education and Human Services office. The applications process includes an interview with faculty in teaching areas. Please review the School of Liberal Arts Teacher Certification Policy at the beginning of the Liberal Arts section of this bulletin for further information about 55-hour requirements.

A grade point average of 2.75 or higher must be earned in each teaching area sought and in the total major and or minor programs. For graduation, an overall GPA of 2.75 or higher also is required.

Teaching Major
(60 semester hours)

Requirements for the Major

A. 21 semester hours

- 3 HIST 101 or 102
- 3 HIST 111 or 112
- 3 HIST 298, 398, 498, or 499
- 6 U.S. History: two courses selected from: 302, 303, 304, 305, 306, 307, 308
- 6 European/World History: two courses selected from: 341, 342, 343, 344, 345, 346, 347, 348, 349, 351 and 271, 281, 282, 285, 371, 372, 391, 392. *At least three hours must be from European History.*

B. 9 semester hours

- 3 HIST 439 or POLS 305 or POLS 427
- 3 HIST/POLS 433 OR 434 or POLS 271, 471, 473, HIST 307, 308
- 3 HIST 271, 282, 349, 351, or POLS 281, 383, 384

Provisos: students must take one course from each of the three categories listed above; no more than three of these nine hours may be at the 200 level; no more than six of these nine hours may be in one discipline (History or Political Science).

C. 6 semester hours

- 3 POLS 309
- 3 POLS 314 or 407

- **36 semester hours** in history and political science

D. 12 semester hours in economics, psychology, or sociology (courses in this section may not count toward an additional teaching area).

E. 12 additional semester hours

- 6 Two of the following: 1) ECON 208 or 209; 2) PSY 201; or 3) SOC 121
- 3 GEOG 112
- 3 ANTH 251 or 255

F. Requirements for additional teaching area in economics, psychology, or sociology

- **Economics:** 1) ECON 208; 2) ECON 209; 3) ECON 308 or 309; 4) directed elective
- **Psychology:** 1) PSY 201; 2) PSY 322 or 273; 3) PSY 312, 355, or 385; 4) directed elective, such that at least two courses are at the 300-400 level. The following courses are excluded from the list of electives: 261, 362, 498, and 499.
- **Sociology:** 1) SOC 121; 2) SOC 235, 251, or 261; 3) SOC 361, 421, or 463; 4) Directed elective, 300-400 level preferred. The following courses are excluded from the list of electives: 200, 225, 391, 392, 489 and 499.
- **60 semester hours in the major**

Core Curriculum

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

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

Elementary or Junior High/Middle School Social Science Minor (24 semester hours)

A minor in social science that is designed specifically to meet the needs of the prospective elementary or junior high/middle school teacher.

Required courses: History 101 or 102 – 3 hrs.; History 111 or 112 – 3 hrs.; Political Science 101 or 102 – 3 hrs.; Economics 175, 208, or 209 – 3hrs.; Sociology 121 – 3 hrs.; Geography 112 or 330 – 3 hrs.; Psychology 201 – 3 hrs.

Elective: a three-hour course as directed by the advisor from one of the following areas: United States History, World Civilization, Geography or Geology 101.

SCHOOL OF NURSING AND HEALTH PROFESSIONS

health.usi.edu

Nadine A. Coudret, M.S.N., Ed.D., Dean
Susan G. Ahmad, M.S., O.T.R./L., Program Director,
Occupational Therapy Assistant
Deborah L. Carl, R.D.H., M.Ed., Program Director,
Dental Hygiene
Carol Hermes, M.A., C.H.E., Program Director, Health
Services and Health Administration
Judith A. Halstead, M.S.N., D.N.S., Program Director,
Undergraduate Nursing
Robert Hooper, R.R.T., B.S., Program Director,
Respiratory Therapy
Aimee J. Luebben, Ed.D., O.T.R./L., F.A.O.T.A.,
Program Director, Occupational Therapy
Linda Matheson, C.D.A., R.D.H., M.B.A., Program
Director, Dental Assisting
Martin Reed, R.T., Ph.D., Program Director, Radiologic
and Imaging Sciences
Ann White, M.S.N., Ph.D., M.B.A., Program Director,
Graduate Nursing

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

The School of Nursing and Health Professions offers the following educational programs:

Dental Assisting: certificate and associate degree
Dental Hygiene: associate degree
Dental Hygiene Education: bachelor's degree
Health Administration: master's degree
Health Services: bachelor's degree
Nursing: associate and bachelor's degrees
Nursing - Acute Care Nurse Practitioner: master's degree
Nursing - Family Nurse Practitioner: master's degree
Nursing - Clinical Nurse Specialist: master's degree
Nursing - Geriatric Nurse Practitioner/Clinical Nurse
Specialist: master's degree (pending approval)
Nursing - Nursing Education: master's degree
Nursing - Nursing Management and Leadership:
master's degree
Occupational Therapy: combined bachelor's degree and
master's degree

Occupational Therapy Assistant: associate degree
Radiologic and Imaging Sciences: bachelor's degree
Radiologic Technology: associate degree
Respiratory Therapy: associate degree

Programs are accredited or approved by national agencies representing the profession and/or appropriate state governmental agencies. Program graduates routinely excel on state and national licensing/registry exams and are heavily recruited by healthcare employers.

School faculty are academically prepared, experienced practitioners who are licensed, registered, or certified members of the professions in which they teach. The school provides a caring atmosphere in which students, faculty, and community health care professionals work together to optimize personal and professional development. The faculty provide educational experiences which prepare students to become competent practitioners and obtain licensure, registration, or certification in their fields.

A wide variety of clinical facilities are utilized in the educational programs of the school. These facilities include Deaconess Hospital, St. Mary's Medical Center, Health South Tri-State Rehabilitation Hospital, Evansville State Hospital, Evansville-Vanderburgh School Corporation, Evansville-Vanderburgh County Public Health Department, Evansville Association of Retarded Citizens, Visiting Nurse Association of Southwestern Indiana, Rehabilitation Center, Planned Parenthood, Southwestern Indiana Adult Mental Health Center, Southwestern Indiana Regional Council on Aging, senior citizens centers, dental offices, physicians' offices, day care centers, nursing homes, extended care facilities, and the University of Southern Indiana dental clinic.

Admission and Progression Requirements

Students seeking admission to programs in the School of Nursing and Health Professions must apply for admission to the University and submit a separate application to the program of their choice. To ensure the highest quality of student learning experiences, admission is competitive and limited. Students are encouraged to apply during the fall semester prior to their planned date of enrollment. Students meeting academic requirements must also be in good health; eligible for licensure, certification, or registration; and capable of meeting clinical practice requirements.

Students enrolled in Nursing and Health Professions Programs must achieve a grade of C or better in courses of the major and other selected courses to progress in their program major. Additional information regarding admission criteria and progression requirements is listed in the individual program descriptions that follow. Program student handbooks are available upon request and include more information about academic requirements.

Financial Aid

A number of scholarships are designated specifically for students in the School of Nursing and Health Professions. These scholarships are in addition to the scholarships and other financial aid that is available for all USI students.

Application for Degree

A degree application must be filed by students completing course requirements one semester prior to the semester in which the program will be completed. This application may be obtained from the School of Nursing and Health Professions office and should be returned to the student's academic advisor for review and approval.

Nursing

Nursing involves the diagnosis and treatment of human responses in various states of health. Nursing is an art and a science based upon the value of caring and grounded in scientific, esthetic, and ethical knowledge. The baccalaureate nursing program is designed to prepare the professional nurse to plan, implement, and evaluate health care for individuals, families, and groups in institutional and community settings. Completion of the baccalaureate degree provides the foundation for professional practice and graduate study in nursing.

Students enrolled in the baccalaureate program may elect to sit for the registered nurse licensing exam at the end of the third year of the program. In order to meet pre-licensing requirements, the students will be awarded an associate degree. Students in the fourth year of nursing study may complete requirements for the baccalaureate degree on a part-time or full-time basis. All fourth-year nursing courses are offered through the Internet and distance education. Additional information about the nursing program is available through the School home page at health.usi.edu.

The nursing program is accredited by the Indiana State Board of Nursing and by the Commission on Collegiate Nursing Education, One Dupont Circle, Suite 530, Washington D.C. 20036, 202/887-6791.

Admission Requirements

Students interested in admission to the USI baccalaureate nursing program must submit an application to the USI nursing program in addition to a University application. Individuals, prior to their acceptance into the baccalaureate nursing program, are classified as pre-nursing majors. Enrollment in pre-nursing does not assure admission to the nursing major.

Admission to the nursing program is based on academic qualifications and the student's ability to perform clinical assignments. The number of students admitted to the nursing program is limited by the availability of instructional resources and clinical learning sites. The requirements for admission to the nursing program and the criteria used to select applicants are listed below.

Admission for High School Seniors or Students with Less Than 16 College Credit Hours

1. Admission to the University.
2. Completion of the nursing program application.
3. Upper third of high school class.
4. High School grade point average of 3.0 on a 4.0 scale.
5. A combined SAT score of 1000 (900 if taken before May 1995), ACT score of 21, or a comparable *preadmission nursing test.

Admission for Students with 16 or more College Credit Hours

1. Admission to the University.
2. Completion of the Nursing Program application.
3. College grade point average of 2.7 on a 4.0 scale.
4. A combined SAT score of 1000 (900 if taken before May 1995), an ACT score of 21, or a comparable *preadmission nursing test.

*Information about the Pre-Admission Nursing exam may be obtained through the nursing administrative assistant at 812/465-1174.

Other admission factors that are considered include successful completion of science courses and prior completion of a baccalaureate and/or health care program. Students selected for admission to the nursing program also must present evidence of satisfactory health status, be eligible for RN licensure, and be capable of fulfilling clinical practice requirements. Students must achieve a grade of C or better in English 101 and all nursing and science courses.

USI Baccalaureate Nursing Program Curriculum

First Year

Fall Semester		
ENG 101	Rhetoric & Composition I	3
BIOL 121	Human Anatomy & Physiology	3
CHEM 141	Principles of Chemistry	4
SPCH 101	Intro to Public Speaking	3
or		
SPCH 107	Interpersonal Communication	
HP 211	Health Care Delivery System Physical Education	3 <u>1</u>
		17

Spring Semester		
NURS 131	Intro to Wellness, Illness, and Nursing	4
NURS 132	Pharmacology for Nurses I	1
BIOL 122	Human Anatomy & Physiology II	3
NUTR 376	Nutrition	3
BIOL 272	Medical Microbiology	3
ENG 201	Rhetoric & Composition II	<u>3</u>
		17

Second Year

Fall Semester		
NURS 231	Foundations for Nursing of Children and Adults	7
NURS 232	Pharmacology for Nurses II Math	1 4
PSY 201	Intro to Psychology The Arts	3 <u>3</u>
		18

Spring Semester		
NURS 243	Mental Health Nursing	4
NURS 245	Nursing of Children and Adults I Social Behavior Western Culture I History	4 3 3 <u>3</u>
		17

Third Year

Fall Semester		
NURS 341	Nursing of Women and Families	4
NURS 343	Nursing of Children & Adults II	4
PHIL 363	Biomedical Ethics	3
HP 402	Health Care Research and Stats Western Culture II	3 <u>3</u>
		17

Spring Semester		
NURS 348	Legal Aspects of Nursing	1
NURS 347	Nursing of Children and Adults III	8
NURS 355	Nursing Practicum	3
or		
NURS 351	Transition to Professional Nursing (for RNs only)	
or		
NURS 451	Transition to Advanced Nursing Practice (for RNs only)	
		<u>12</u>

Fourth Year

Fall Semester		
NURS 452	Nursing of Critically Ill Children and Adults	5
NURS 465	Nursing of Chronically Ill Children and Adults	5
NURS 353	Nursing Research Global Communities	3 <u>3</u>
		16

Spring Semester		
NURS 454	Community Health Nursing	6
NURS 466	Nursing Management	5
NURS 467	Professional Nursing and Health Care Issues	3 <u>3</u>
		14

TOTAL HOURS **128**

Accelerated BSN Program

The accelerated baccalaureate nursing program is designed for those individuals who have previously earned a bachelor's degree in a field other than nursing. With full-time study, students can complete the program within 16 months. The program requires completion of the following prerequisite courses prior to admission: anatomy and physiology I and II, microbiology, chemistry, nutrition, and statistics. (Pending approval.)

RN to BSN Program of Study

Registered nurses with an associate degree or diploma may apply for admission to the program and earn a baccalaureate in nursing by completing the required University Core Curriculum and nursing courses. The nursing courses required for the RN to BSN completion option are provided through a combination of technologies, including Internet delivery, video streaming, and e-mail. The flexibility of the RN to BSN option gives nurses the opportunity to complete the course requirements in their own home and on their own schedule with minimal costs.

The curriculum is built upon a foundation of biological, physical, and social sciences with acknowledgement of previously learned content. No further testing of prior knowledge is required if a nurse holds a valid RN license and is in good standing in the current state of employment. Additional information about the RN-BSN program is available at health.usi.edu/distlern/rnbsn.html.

RN to MSN Program of Study

The RN-MSN program is designed for associate degree or diploma-prepared registered nurses interested in graduate nursing education and preparation for an advanced nursing practice role. The program builds on the student's prior learning and requires three years of practice experience. Students in consultation with a faculty advisor develop a plan of study that is based on prior learning and the student's selected graduate study major.

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

Admission Requirement

The requirements for admission include:

1. Completion of an associate degree or diploma from an accredited program in nursing.
2. Three years of current practice experience as a registered nurse.
3. Valid, unrestricted, unencumbered RN license from the state in which the nurse is practicing.
4. Completion of the University and RN-MSN admission application process.
5. Cumulative grade point average of 3.0 on a 4.0 scale in previous academic work.
6. International students must have a score of 550 on the written TOEFL test or 213 on the computerized TOEFL test.

Course Descriptions

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

131 Introduction to Wellness, Illness, and Nursing (4) This course focuses on concepts basic to nursing and health, with emphasis on self-knowledge and personal responsibility for healthy living and utilization

of health resources. Basic curricular concepts of caring, thinking, knowledge, competence, communication, community, and professionalism are introduced and explored, as is the nurse's role in wellness, illness, and health care. Through class and related clinical experiences with well and chronically ill clients, students initiate a helping relationship, conduct health assessment for children, adults, and elder clients, practice critical thinking, explore environmental aspects of health, and identify elements of nursing professionalism. Prereq: HP 211, CHEM 141 and BIOL 121. Sp

132 Pharmacology for Nurses I (1) This course provides the student with an introduction to pharmacotherapeutics and the safe administration of medications. Pharmacokinetics and pharmacodynamics are discussed. Principles of medication administration, medication terminology, systems of measurement and conversion, and medication calculations are emphasized. Sp

231 Foundations for Nursing of Children and Adults (7) This course focuses on the nursing process and introduces the student to cognitive, affective, and psychomotor skills necessary to care for children, adult, and elder clients experiencing common health problems. Human responses to pathophysiology, diagnostic testing, pharmacologic treatment, and medical and nursing interventions are explored within a nursing process framework. Prereq: NURS 131, BIOL 122, BIOL 272, and NUTR 376. F

232 Pharmacology for Nurses II (1) This course focuses on the administration of medications related to the care of clients with respiratory disorders, cardiovascular disorders, infection, and pain. Drug classifications, actions, side effects, adverse effects, and nursing implications of medication administration are discussed. Use of the nursing process to safely administer medications and develop client education plans is also emphasized. Prereq: NURS 132. F

243 Mental Health Nursing (4) This course focuses on key elements of therapeutic interpersonal interaction, emphasizing the communication process and the concept of professional caring. Patterns of human responses associated with mental health and mental illness are identified, and nursing care planning and advocacy for clients with mental health related needs are explored. Students focus on sociocultural aspects of persons, practice the therapeutic use of self, and implement mental health nursing interventions in a variety of clinical settings. Prereq: NURS 231 and PSY 201. Sp

245 Nursing of Children and Adults I (4) This course focuses on the human responses to selected actual and high risk health problems of children, adult, and elder clients, including endocrine, immunologic, liver, biliary, pancreatic, hematologic, and respiratory disorders. Health promotion and illness prevention nursing care for selected health concerns are included. Students apply concepts from biopsychosocial and nursing sciences to develop a sound basis for nursing practice, caring for clients with diverse health care needs in the acute and community clinical settings. Prereq: NURS 231. Sp

341 Nursing of Women and Families (4) This course focuses on the health patterns of women and their families across the lifespan. Adolescent and teenage pregnancy, reproduction, menopause, and women's health issues are emphasized through theoretical and clinical application. Students provide care for the unborn child and the newborn, and are involved in parental education. Family development theories are studied and applied to assist the clients with changes in the family system that occurs with reproduction, parenting, fetal loss, and maturing of the family. Health states are studied in relation to the client and family's biopsychosocial development, human needs and responses, cultural background, and patterns of life experiences. Settings

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

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

347 Nursing of Children and Adults III (8) This course focuses on human responses to complex, multi-dimensional health problems of children, adult, and elder clients from developmental, family, and environmental perspectives. Acute trauma and cardiovascular disorders, acute respiratory disorders, and neurosurgical disorders are studied. The role and competencies of the nurse as health team member and care coordinator are emphasized. Nursing art, science, research, and theory are integrated in caring for infant, child, adult, and elderly clients during clinical experiences in both acute and community settings. Prereq: NURS 341 and NURS 343. Sp

348 Legal Aspects of Nursing (1) This course explores basic legal issues in nursing and health care. Emphasis is placed on the legal and ethical relationship of nursing to society; relevant criminal and civil law; the judicial process; liability issues; individual rights; employment issues; scope of practice; and legislation affecting of nursing practice and health care delivery. Professional competence is stressed so that standards promulgated by professional organizations are valued, understood, and incorporated into practice. Prereq: NURS 341 and NURS 343 or consent of instructor. Sp

351 Transition to Professional Nursing (3) This course prepares the associate or diploma nurse graduate for didactic and clinical learning experiences within the USI baccalaureate nursing program. Program philosophy, conceptual framework, and outcomes are discussed in relation to contemporary professional nursing practice and education. Emphasis is placed on the critical thinking skills, knowledge, expertise, and personal and professional development required of nurses in today's diverse health care settings. Students explore health promotion and assessment, health care community and team membership, nursing theory, nursing research, and quality management systems. Students participate as co-learners with faculty and each other. Prereq: consent of instructor and/or advisor required. F, Sp, Su

353 Nursing Research (3) This course focuses on the nurse as a consumer of research. Emphasis is placed on the ability to seek, find, utilize, and evaluate information resources related to nursing's scientific knowledge base, culminating in an integrative review of the literature for selected nursing and health related topics. Meets University Core Curriculum Goal A4: Information Processing. Prereq: HP 402 or PSY 302 and NURS 231. F, Sp, Su

355 Nursing Practicum (3) This course provides the students with a concentrated clinical experience designed to integrate and apply core nursing knowledge and strengthen competencies acquired within the first three years of the baccalaureate nursing program. Students begin to develop skills in leadership and management as they function as integral members of the health team. Related seminar discussion places emphasis upon team building, clinical judgment, and decision making. Under the guidance and supervision of registered nurse clinical teaching associates, students provide and coordinate direct care for groups of clients in and approved clinical settings. Prereq: NURS 347. Sp

451 Transition to Advanced Nursing Practice (3) Preparation of the associate or diploma nurse graduates with clinical experience to enter the advanced practice graduate nurse program is emphasized. The program's philosophy, conceptual framework, and objectives are discussed in relation to contemporary advanced nursing practice and education. Students explore health promotion and assessment, health care community and team membership, nursing theory, nursing research, and quality management systems. Prereq: consent of instructor and/or advisor required. F, Sp, Su.

452 Nursing of Critically Ill Adults (5) This course focuses on the care of the client with health states characterized by acute dysfunction or pattern disruption, high problem complexity, and low outcome predictability. Client and family situations which are rapidly changing and crisis oriented are managed through application of the nursing process and critical pathways. Utilizing case studies, the interrelationships among pathophysiology, human functional health patterns, and related theories are stressed. Students provide direct care to clients in selected critical care settings, with supervision and direction from faculty and registered nurse clinical teaching associates. Prereq: NURS 355 or 351. F, Sp

454 Community Health Nursing (6) This course focuses on the multidimensional health needs of populations in the community and the diverse multicultural, social, and environmental factors that influence community health and resource allocation. Population-focused nursing practice is emphasized as the nursing process is applied across the lifespan to individuals, families, and aggregates in the community. Students will utilize health promotion, disease prevention, health teaching and counseling, and coordination of care as principle nursing interventions with clients in a variety of community health settings. Prereq: NURS 355 or 351. F, Sp

465 Nursing of Chronically Ill Children and Adults (5) This course focuses on holistic concepts used in assisting individuals and families in responding to chronic or long-term health care needs. Emphasis is placed on assisting clients and families in the adaptation and rehabilitation processes to achieve an optimal level of wellness. Students provide nursing care to reinforce client self-esteem, nurture strengths, enhance spirituality, and facilitate resource utilization. Institutional and community settings are utilized for a variety of clinical experiences with chronically ill children and adults. Prereq: NURS 355 or 351. F, Sp

466 Nursing Management (5) This course focuses on management functions and leadership roles in professional nursing. Management, leadership, decision-making, communication, motivation, and change theories are presented and discussed to enhance the development of the beginning nurse manager. Managed care and case management as well as other health care delivery models are addressed. Prereq: NURS 355 or 351. F, Sp

467 Professional Nursing and Health Care Issues (3) This course examines issues related to professional nursing and health care from a historical, economical, legal/ethical, political, and multicultural framework. Strategies designed to influence organizational, institutional, and governmental decisions impacting nursing and health care are covered. Topics for discussion are selected based upon current issues and trends in nursing practice, nursing education, and health care. Meets University Core Curriculum Goal D: Synthesis. Prereq: completion of two 400-level clinical nursing courses. Sp, Su

470 Special Topics in Nursing (1-3) This course provides the opportunity for analysis and synthesis of concepts and research related to special topics in nursing and health care.

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

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

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

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

482 Oncology Nursing (3) This course is designed to provide the student with the opportunity to obtain advanced knowledge of adult oncology nursing. The dimensions of prevention and early detection, diagnosis, treatment, palliation, rehabilitation, and survivorship are studied with diagnostic evaluation, classification, staging, and various treatment modalities for a selected range of malignancies.

484 Health Care Outcomes: Integrating Nursing Case Management and Disease Management (3) This course investigates the concepts of case management focusing on the policy, economic, and cares factors that influence positive outcomes for individuals or groups of individuals. Emphasis will be placed on the integration of nursing with case management and disease management concepts.

Dental Assisting

This program offers specialized instruction in dental assisting. The educated dental assistant, working as a valued member of the dental health team, assists the dentist in performing professional duties in the operator, laboratory, and business office. The student becomes competent in chairside assisting, laboratory procedures, x-ray techniques, and in the duties and responsibilities of the business assistant.

The program requires 11 hours of prerequisites prior to the one academic year (two semesters) of the program. It includes approximately 1,100 hours of lecture, laboratory, and clinical instruction. An optional second year is available which leads to an associate of science with a major in dental assisting. Students who are enrolled must achieve at least a grade of C or better in all courses which directly pertain to their major (prefix DTAS or DTHY). An overall grade point average of 2.0 or better is required for graduation from the program.

Upon successful completion of the program, the student receives a Certificate in Dental Assisting which qualifies the student to sit for the Dental Assisting National Board Certification Examination. The dental assisting program is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body, and by the United States Department of Education. The address of the Commission on Dental Accreditation of the American Dental Association is 211 East Chicago Avenue, Chicago, IL 60611-2678, phone 800/621-8099.

Admission Requirements For Dental Assisting

Students seeking admission to the program must apply for admission to the University before making separate application to the dental assisting program. Students who have a high school diploma or its equivalent, or who are students at any accredited college or university, are eligible to apply for admission. Transfer students will be considered on the basis of review of the individual's record and transcripts. Students meeting academic requirements also must be in good health, eligible for dental assisting certification, and capable of performing clinical practice requirements.

Admission criteria include:

1. Graduation from an accredited high school college preparatory curriculum with a grade point average of 2.0 or above (4.0 system) or a GED;
2. High school courses that include English, mathematics, science, social studies or foreign language, and keyboarding. Chemistry and biology are strongly recommended.
3. SAT or ACT scores;
4. Completed dental assisting application accompanied by an official high school transcript and college/university transcript if applicable.

Students who do not meet these criteria may ask for admission eligibility re-evaluation following successful

completion of science and other specified courses required for the Dental Assisting Program. Students currently enrolled in an accredited college or university must submit an official transcript of grades with their application.

Application forms for the dental assisting program may be obtained from the School of Nursing and Health Professions. The completed form must be submitted to the dental assisting program by March 1 of the year the student wishes to enter. However, due to the limited enrollment in this program, applicants are encouraged to apply as soon as possible. A complete set of official high school transcripts and college/university transcripts, if applicable, must be submitted to the Office of Admission as part of the admissions procedure, as well as a separate official set of transcripts with the dental assisting application.

Applicants are required to visit a dental office which employs a dental assistant and observe the functions and responsibilities of a practicing dental assistant. A statement verifying this observation, signed by the dental assistant or dentist, is to be submitted along with other supporting documents by the deadline date.

Equivalency Program

Currently employed non-certified dental assistants who wish to work for certification should contact the director of the dental assisting program. A limited number of special students can be accepted into the program and attend on a part-time basis. Many of the courses required may be completed by taking a comprehensive oral, written, and practical examination on a credit-by-examination basis. Applicants must have a minimum of two years full-time practical experience and must complete the program within five years of starting.

Dental Assisting Curriculum

Prerequisite Courses

ENG 101	Rhetoric & Composition I	3
PSY 201	Intro to Psychology	3
SPCH 101	Intro to Public Speaking	3
HP 115	Medical Terminology	2

First Semester

DTHY 208	Dental Materials	3
DTHY 203	Dental Radiology	3
DTHY 214	Oral Anat and Embryol	3
DTAS 122	Clinical Science I	5
DTAS 156	Human Systems I	3
		17

Second Semester

DTAS 111	Oral Pathology	1
DTAS 158	Practice Management Ethics and Jurisprudence	3
DTAS 166	Human Systems II	3
DTAS 175	Preventive Dentistry	2
DTAS 181	Clinical Science II	5
DTAS 183	Clinical Sci Applications	3
		17

Descriptions for DTHY courses are found in the Dental Hygiene list of course descriptions.

Associate of Science Degree

The associate of science degree is available to program graduates who complete a second academic year. A minimum of 65 credit hours is required.

Second Year

Fall Semester

Ethics*, The Arts*, or Western Culture I*	3
Science* or Mathematics*	3
Indiv Develop/Social Behavior*	3
General Elective	1
	10

*See USI bulletin for appropriate University Core Curriculum courses.

Spring Semester

Ethics*, The Arts*, or Western Culture II*	3
Science* or Mathematics	3
Indiv Develop/Social Behavior*	3
General Elective	1
	10

Course Descriptions

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

111 Oral Pathology (1) This course focuses on the general pathological conditions of the oral cavity with implications for the dental assistant. Sp

122 Clinical Science I (5) This course introduces the student to chairside dental assisting procedures with an emphasis on instrument identification and care, tray set-ups, transfer of instruments, and the role of the dental assistant in operative procedures. Clinical asepsis is emphasized and microbiological theories of disease and disease transmission are integrated and applied into course content. Includes student application in extramural settings. F

156 Human Systems I (3) This course presents the structure and function of body systems, their pathologies and emergencies, along with preventions and treatments. F

158 Practice Management, Ethics, and Jurisprudence (3) This course provides comprehensive consideration of dental ethics, jurisprudence, office procedures, and techniques for seeking employment. The student is prepared to assume the role of the business assistant, including receptionist duties, correspondence, computer usage, and management of financial accounts. Sp

166 Human Systems II (3) Structure and function of the remaining body systems, their related pathologies and emergencies, along with preventions and treatments are highlighted in this class. The digestive system with special emphasis on human nutrition and diet therapy is a special content area in Human Systems II. Course prerequisites include Medical Terminology and Human Systems I or faculty permission. Sp

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

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

183 Clinical Science Applications (3) This course introduces the theories and techniques of chairside assisting in the dental specialties. Also includes the manipulation and uses of dental materials and the exposure, processing, and mounting of dental radiographs utilized in the dental specialties. Sp

Dental Hygiene

Dental hygiene involves the use of a process of care to assess oral health status, develop a dental hygiene diagnosis, and plan and implement preventive and therapeutic services to achieve optimum oral health. This process of care is utilized to support the oral health status of individuals in a variety of clinical settings, and groups in community education and healthcare settings.

Career opportunities for licensed dental hygienists are available in dental clinics and practices, administrative and managerial health care, education, and research. The dental hygiene program at the University of Southern Indiana provides a curriculum which includes didactic courses, laboratory and clinical experiences, and community oral health education experiences. This diversity prepares graduates to deliver oral health care services and education in a variety of practice settings.

The dental hygiene program at USI consists of one year of prerequisite courses and two academic years of professional education courses. Completion of these three years results in an associate of science degree. A fourth academic year is offered which leads to a bachelor of science degree with a major in dental hygiene education. Students who are enrolled are required to earn a grade of C or better in all courses required for the major. An overall grade point average of 2.5 is required for graduation from the program.

Prerequisite courses may be taken at any accredited college or university. Courses completed at another univer-

sity must be comparable to those offered by USI and must transfer for credit. Students seeking admission to the dental hygiene program must make formal application to the program. Admission to the University and completion of the prerequisite courses does not guarantee admission to the dental hygiene program.

Applicants who have graduated from the University's dental assisting program with a grade point average of 3.1 or higher in their major will receive additional credit on their dental hygiene admission score.

The dental hygiene program at the University of Southern Indiana is accredited by the Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and by the United States Department of Education. The address of the Commission on Dental Accreditation is American Dental Association, 211 East Chicago Ave, Chicago, IL 60611-2678, phone 800/621-8099.

Admission Requirements

Admission requirements include the following:

1. Graduation from an accredited high school college preparatory curriculum or its equivalent
2. Acceptance to the University of Southern Indiana
3. Completion of the required prerequisite college courses with a minimum grade point average of 2.5 (4.0 scale)
4. Submission of a dental hygiene application accompanied by an official high school transcript and official university transcript(s)
5. Submission of SAT or ACT scores
6. Submission of medical and immunization records
7. CPR certification for healthcare providers

Prospective students must be accepted for admission to USI before being considered for admission to the dental hygiene program. Enrollment in the dental hygiene program is limited and based on academic qualifications. Applicants meeting academic requirements must also be in good health, be eligible for dental hygiene licensure, and capable of fulfilling clinical practice requirements.

Prerequisite courses cannot be taken on pass/fail option. All required courses must be completed by August of the year in which the student plans to enter the dental hygiene program.

Application materials for the dental hygiene program are available in the School of Nursing and Health

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

Prerequisite Courses

Chemistry with Laboratory	4
Anatomy and Physiology I	3
Anatomy and Physiology II	3
Medical Terminology	2
Rhetoric and Composition I	3
Introduction to Speech	3
Principles of Sociology	3
Introduction to Psychology	3
Arts and Humanities	<u>6</u>
	30

Baccalaureate Degree

The baccalaureate degree in dental hygiene education prepares dental hygiene clinicians to assume expanded roles in the areas of advanced non-surgical periodontal therapy, higher education, research, and health care management/administration.

A baccalaureate degree in dental hygiene education is available to USI dental hygiene program graduates by enrolling and completing a fourth year. An applicant for this degree who is a non-USI dental hygiene program graduate will be considered on the basis of a review of the individual's records and transcripts. All applicants must hold a current license to practice dental hygiene from any U.S. state, be certified in CPR for healthcare providers, and submit medical and immunization records.

Sample Dental Hygiene Curriculum

First Year

First Semester		
ENG 101	Rhetoric & Composition I	3
SPCH 101	Intro to Public Speaking	3
PSY 201	Intro to Psychology	3
	The Arts	3
*MATH	Mathematics	3-4
*PED	Physical Education 186 or 281	<u>1-2</u>
		16-18

Second Semester

CHEM 107	Chemistry with Lab	4
HP 115	Medical Terminology	2
SOC 121	Principles of Sociology	3
	Humanities I	3
*ENG 201	Rhetoric & Composition II	3
*PED	PE Activities Course	<u>1</u>
		16

Summer

BIOL 121	Human Anatomy and Physiology I	3
BIOL 122	Human Anatomy and Physiology II	<u>3</u>
		6

Second Year

First Semester

DTHY 203	Dental Radiology	3
DTHY 212	Head and Neck Anatomy	2
DTHY 214	Oral Embryology and Anatomy	3
DTHY 245	DH Theory and Services I	7
HP 335	Pathophysiology	<u>3</u>
		18

Second Semester

DTHY 255	DH Theory and Services II	7
DTHY 317	Preventive Dentistry	2
HP 325	Pharmacology	3
NUTR 376	Nutrition	3
BIOL 272	Medical Microbiology	<u>3</u>
		18

Third Year

First Semester

DTHY 208	Dental Materials	3
DTHY 304	Oral Pathology	2
DTHY 311	Oral Health Education	3
DTHY 321	Periodontics	2
DTHY 345	DH Theory and Services III	<u>7</u>
		17

Second Semester

DTHY 312	Community Oral Health	3
DTHY 325	Practice Management and Ethics	3
DTHY 355	DH Theory and Services IV	<u>8</u>
		14

Fourth Year

First Semester

*DTHY 401	Clinical Management I	3
*HP 411	Health Care Systems Management	3
*PHIL 363	Bioethics	3
	*Humanities II	3
*History		<u>3</u>
		15

Second Semester

*DTHY 402	Clinical Management II	3
*HP 402	Research	3
*HP	Health Professions Elective	3
*	Global Communities	<u>3</u>
		12

TOTAL HOURS

132-134

*Italicized courses are required for the baccalaureate degree. They are not required for the associate degree.

Course Descriptions

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

203 Dental Radiology (3) This course includes principles of exposing, processing, mounting, evaluating, and interpreting dental radiographs. Biological effects of radiation and protective principles are emphasized. two hours lecture, two hours laboratory. F

208 Dental Materials (3) This course focuses on the study of basic dental materials and their uses. Includes laboratory exercises, identification, manipulation, and use of common materials. two hours lecture, two hours laboratory. F

212 Head and Neck Anatomy (2) This course focuses on head and neck anatomy and physiology to supplement knowledge in general human anatomy. F

214 Oral Embryology and Anatomy (3) In this course the histologic and gross anatomical form of the oral-facial region of the head will be studied, including the relationship between the form and function of these structures. F

245 Dental Hygiene Theory and Services I (7) This course introduces the theory of the dental hygiene process of care. Emphasis is on providing the student with an ethical and scientific foundation to use in applying appropriate infection control procedures, introductory client assessment procedures, and basic instrumentation skills. The student will apply these skills in a laboratory setting. three hours lecture, eight hours laboratory. F

255 Dental Hygiene Theory and Services II (7) This course introduces concepts of supportive dental hygiene therapy including subgingival irrigation, pit and fissure sealants, amalgam finishing and polishing, and pain management. Subgingival debridement through the use of sonic and ultrasonic instrumentation is introduced. Discussion of current clinical issues is included. The clinical component of the course introduces the student to the use of the dental hygiene process of care in implementing individualized care plans for clients with a variety of periodontal and dental conditions. Care plans are developed in collaboration with the student's advising faculty. The use of supportive dental hygiene treatment in providing comprehensive care is introduced. Three hours lecture, 12 hours clinical. Sp

304 Oral Pathology (2) This course covers the general pathological conditions of the head and neck with pertinent implications for the practicing dental hygienist. F

311 Oral Health Education (3) This course concentrates on teaching methodology and techniques for individual and group oral health education. Behavior modification techniques, case studies, and the preparation and presentation of an educational program are utilized. The course prepares the student to provide individualized oral health instruction utilizing effective teaching techniques and to participate in educational field work in the community. F

312 Community Oral Health (3) This course is designed to provide field experiences for the dental hygiene student in a variety of community facilities. Directed field experiences occur in public and parochial school systems, nursing homes, and a mental health hospital. In addition, the student selects a facility of choice and assesses, plans, implements, and evaluates an oral health program for the selected population. This course stresses the appreciation and understanding of community oral health and prepares the dental hygiene graduate to assume an active role in developing and implementing community oral health programs. one hour lecture, four hours field experience. Sp

317 Preventive Dentistry (2) This course emphasizes the prevention of dental and periodontal diseases through mechanical plaque control, fluoride therapy, pit and fissure sealants, dietary control, and principles of client education. The effects of tobacco use on oral and general health is included. Tobacco use cessation strategies and their use in oral health education are presented. Sp

321 Periodontics (2) This course reviews the structures of the periodontium and presents the etiology, epidemiology, diagnosis, and surgical and non-surgical treatment procedures of periodontal diseases. F

325 Practice Management and Ethics (3) Course emphasis is on preparing the dental professional to assume a responsible role in the private practice environment. Ethics, jurisprudence, office procedures, employment information, and dental office observations are included. Sp

345 Dental Hygiene Theory and Services III (7) This course addresses advanced instrumentation procedures, focusing on the use of adjunctive instruments for root planing and instrumentation procedures used in the non-surgical treatment of moderate to severe periodontal disease. Information is provided regarding the care and clinical management of clients with special needs. Discussion of current clinic issues is included. The clinical component of the course provides the student with increased opportunities to use the dental hygiene process of care in implementing individualized care plans for clients with a variety of periodontal and dental conditions. Increased emphasis is placed on student-directed judgment and decision making in developing and implementing treatment strategies for clients with moderate to severe periodontal disease. The student will initiate treatment of a periodontal case client. Three hours lecture, 12 hours clinical. F

355 Dental Hygiene Theory and Services IV (8) This course presents information on current developments in dental hygiene and dentistry. Also covered will be a review of the Indiana dental law and preparation for the National Board Dental Hygiene Examination, and state/regional examinations. The student will orally present the periodontal case client experience. Discussion of current clinic issues is included. The clinical component of the course emphasizes increased independence of the student in developing and implementing treatment strategies. Increased emphasis is placed on treatment and maintenance of clients who exhibit moderate to severe periodontal disease. The student will complete the implementation of the care plan and evaluation of the periodontal case client. Three hours lecture, 16 hours clinical. Sp

401 Clinical Management I (3) This course provides the student with periodontal client management experiences, focusing on assessment, care planning, implementation of treatment strategies, maintenance, and evaluation. Treatment experiences are integrated into clinic management activities and oral presentations. Evaluation of client treatment by associate degree students enrolled in the dental hygiene program is incorporated. F

402 Clinical Management II (3) This course will utilize a collaborative approach to client treatment management. The baccalaureate degree student will evaluate periodontal treatment strategies developed and implemented by associate degree students. The student will develop both clinical and classroom instructive skills through individually designed education experiences. Sp

Bachelor of Science in Health Services

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

The vast system that provides our nation's healthcare is undergoing revolutionary changes. This degree program strives to provide healthcare providers, insurers, and suppliers with a pool of graduates capable of adapting to and capitalizing on such changes in the methods of care delivery, financing, and information technology in the management of healthcare data. Throughout the curriculum, students are provided with opportunities to develop effective decision-making skills, and to become familiar with a systems approach to healthcare delivery.

The need to remain flexible and responsive to changes resulting from such forces as the growing number of elderly, infectious and chronic diseases, and a market-driven healthcare system financed primarily by managed care arrangements is emphasized. The medical, social, and political impact of these changes is addressed, and major trends in healthcare utilization data are reviewed. Students are encouraged to develop an appreciation for diversity not only in the human element of healthcare, but also in the business arrangements being tested to respond to healthcare reform. Completion of the requirements results in the awarding of the Bachelor of Science in Health Services degree.

Admission Requirements

All applicants must first seek admission to the University by completing an application, having official transcripts of high school and other universities and colleges sent to the University of Southern Indiana and completing all other University admission requirements. Applicants with at least a 2.0 grade point average may make application to the Bachelor of Science in Health Services program by completing an admission packet available from the Health Services program director's office.

Health Services Degree Requirements

A candidate for the Bachelor of Science in Health Services degree must meet the general requirements for graduation as outlined in this bulletin and successfully

complete the health professions courses required for the major area of study.

Summary of health services degree program requirements:

1. Completion of the University Core Curriculum requirements as outlined in this bulletin: 50 semester credit hours.
2. Required courses for health services major: 47 semester credit hours. Health Services majors must achieve a grade of C or better in all Group I Required Courses in order to progress in their program major.
3. A minimum of 124 semester credit hours.
4. A minimum of 30 semester credit hours must be taken from the University of Southern Indiana, including the last five hours taken before graduation.
5. A minimum of 42 hours of 300/400 level credit hours.
6. Obtain an average of 2.0 grade point average or better on all work taken at the University of Southern Indiana.

Health Services Major

The 47 semester-credit-hour health services major is comprised of 29 hours from Group I and 18 hours from Group II.

Group I Required Courses, 29 semester credit hours:

HP 115: Medical Terminology; HP 211: The Health Care Delivery System; GERO 315: Health Care Aspects of Gerontology; HP 365: Alcohol & Drug Abuse; NUTR 376: Principles and Applications in Nutrition, or NUTR 378: Nutrition for Fitness and Sports; HP 411: Health Care Management; HP 421: Financial Management in Healthcare; HP 478: School & Community Health Education Methods, or HP 402: Health Care Research and Statistics; HP 496: Marketing in Health Care Organizations; and HP 498: Current Concepts in Health Professions.

Group II Elective Courses, 18 semester credit hours:

HP 235: Holistic Healing and Health Care; HP 305: Health Promotion and Worksite Wellness I; HP 306: Health Promotion and Worksite Wellness II; HP 314: Audiology and Hearing Impairment; GERO 316: Age Related Body Changes: Illness and Disease; GERO 317: The Long Term Care Continuum; GERO 318: Healthy Aging; HP 325: Pharmacology; HP 335: Mechanisms of Pathophysiology; HP 355: Human Sexuality; HP 384: Public Health; HP 385: Disease Control; NUTR 376: Principles and Applications in Nutrition; NUTR 378: Nutrition for Fitness and Sports; NUTR 396: Nutrition Throughout the Lifecycle; HP 402: Health Care Research and Statistics; HP 405: Technological Applications; HP

407: Health Promotion and Worksite Wellness Practicum; HP 408: HIV/AIDS: Biological, Medical, Psychosocial, and Legal Perspectives; NUTR 415: Dietary Supplements and Herb Use in Nutrition; GERO 423: Clinical Problems of Older Adults; GERO 425: Health Facilities Administration; HP 431: Health Information and Quality Improvement Management; HP 435: Eastern Medicine; HP 456: Ethics and Health Care in a Pluralistic Society; NUTR 465: Community Nutrition; HP 478: School and Community Health Education Methods; HP 480: Internship in Health Services; HP 484: Environmental Health; HP 485: Epidemiology; HP 486: Public Health Administration; HP 490: Special Topics; HP 492: Transcultural Health Care in the Global Community; HP 497: Ethical and Legal Issues in the Management of Health Services; PHIL 363: Biomedical Ethics; PSY 322: Abnormal Psychology; SOC 341: Sociology of Medicine; SOC 343: Death and Dying.

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

Students who have earned a certificate or degree in a healthcare program of study may request that previously earned credit courses be evaluated for credits to meet the course requirements for Group II courses. Credit for additional courses from Group I may be approved by the program director or the dean upon application accompanied by supporting documents.

Students who have attended health professions education programs which did not provide college credit may be granted professional training and clinical experience credit toward the bachelor's degree on the basis of the completion of a health professions program and work experience. Each candidate will be counseled and evaluated individually for the conferring of credit hours. Factors which will be considered are completed course work and work experience.

Guidelines for conferring credit:

- | | |
|---|----------|
| 1. Completion of one-year program | 15 hours |
| 2. Completion of two or more years program | 30 hours |
| 3. Verified work experience one year or more | 3 hours |
| 4. Verified work experience two years or more | 6 hours |

Verified work experience is based upon 2,080 hours per year. A maximum of six semester credit hours will be granted for work experience.

Electives: Students majoring in Health Services are encouraged to enroll in ACCT 201 and 202, BIOL 121 and 122, CIS 151, CIS 261, CHEM 107, ECON 175, PSY 201, and SOC 121.

Sample Health Services Curriculum First Year

Fall Semester		
ENG 101	*English Composition I	3
SPCH 101	*Introduction to Public Speaking	3
PSY 201	*Introduction to Psychology	3
HP 115	Medical Terminology	2
ART	*Art Core Curriculum Selection	3
PED	*Physical Education Activity Selection	1
		<u>15</u>
Spring Semester		
ENG 201	*English Composition II	3
CIS 151	Computer Applications in Business	3
SOC 121	*Introduction to Sociology	3
MATH 111	*College Algebra	4
HP 211	The Health Care Delivery System	3
		<u>16</u>

Second Year

Fall Semester		
HUM	*Western Culture Selection	3
BIOL 121	*Anatomy and Physiology I	3
HIST	*History of United States Selection	3
CIS 261	Advanced Microcomputer Applications	3
GERO 315	Gerontology	3
		<u>15</u>
Spring Semester		
HUM	*Western Culture selection	3
BIOL 122	*Anatomy and Physiology II	3
NUTR 376	*Principles and Applications in Nutrition	3
HP 365	Alcohol and Drug Abuse	3
ECON 175	*Fundamentals of Economics	3
		<u>15</u>

Third Year

Fall Semester		
HP 411	Health Care Management	3
BIOL/CHEM	*Science Core Curriculum Selection	3
ACCT 201	Accounting Principles I	3
HP	Health Services/Minor Elective	3
HP	Health Services/Minor Elective	3
		<u>15</u>
Spring Semester		
HP 421	Financial Management in Health Care	3
HP 496	Marketing in Health Care Organizations	3
ACCT 202	Accounting Principles II	3
HP	Health Services/Minor Elective	3
HP	Health Services/Minor Elective	3
		<u>15</u>

Fourth Year

Fall Semester

HP 480	Internship in Health Services	3
HP 435 or 492	*Global Communities Elective	3
ETHICS	*Ethics Core Curriculum Selection	3
HP	Health Services/Minor Elective	3
HP	Health Services/Minor Elective	3
HP	Health Services Elective	3
		18

Spring Semester

HP 498	*Current Concepts in Health Professions	3
HP 478 or 402	Health Education or Statistics	3
HP	Health Services Elective	3
HP	Health Services Elective	3
HP	Health Services Elective	3
		15

*University Core Curriculum courses

Minor – Health Services

26 Credit Hours

The minor in Health Services will enable students who have majors outside of the healthcare field to gain knowledge of the rapidly changing healthcare delivery system. The health services minor will broaden the student's knowledge of healthcare and their opportunities for employment in a healthcare setting or related area.

Group I Required Courses, 23 Semester Credit Hours:
HP 115: Medical Terminology; HP 211: The Health Care Delivery System; GERO 315: Health Care Aspects of Gerontology; HP 325: Pharmacology and Therapeutics; HP 365: Alcohol and Drug Abuse, A Health Perspective; HP 411: Health Care Systems Management; HP 421: Financial Management in Healthcare; and HP 497: Ethical and Legal Issues in the Management of Health Services.

Group II Elective Courses: 3 hours:

Select one course from the following courses:

HP 305, HP 314, GERO 316, GERO 317, GERO 318, HP 335, HP 355, NUTR 376, NUTR 378, HP 384, HP 385, NUTR 396, HP 402, HP 405, HP 408, NUTR 415, GERO 423, GERO 425, HP 431, HP 435, HP 456, HP 478, HP 484, HP 485, HP 486, HP 496, HP 498, PHIL 363, PSY 322, SOC 341, or SOC 343.

Minor – Gerontology

21 Credit Hours

The minor in Gerontology will enable students to gain information and knowledge about issues related to older adults and their care. The aging population is projected to increase significantly and will impact all aspects of society, especially the healthcare system.

Courses for the minor include: HP 211: The Health Care Delivery System; GERO 315: Gerontology; GERO 316: Age Related Body Changes: Illness and Disease; GERO 317: The Long Term Care Continuum; GERO 318: Healthy Aging; GERO 423: Clinical Problems of Older Adults; and GERO 425: Health Facilities Administration.

Minor – Health Promotion and Worksite Wellness 21 Credit Hours

The minor in Health Promotion and Worksite Wellness is designed to prepare students in health-related majors to teach health promotion and implement wellness programs in business and industrial settings.

Courses for the minor include: HP 211: The Health Care Delivery System; HP 305: Health Promotion and Worksite Wellness I; HP 306: Health Promotion and Worksite Wellness II; GERO 318: Healthy Aging; HP 365: Alcohol and Drug Abuse; HP 407: Health Promotion and Worksite Wellness Practicum; HP 435: Eastern Medicine; and HP 478: School and Community Health Education Methods.

Minor – Nutrition

18 Credit Hours

The minor in Nutrition will allow students to gain a better understanding of nutrition and its role in achieving optimal health.

Courses for the minor include: one three-or four-hour biology or chemistry core curriculum course, NUTR 376 Principles and Applications in Nutrition; NUTR 378 Nutrition for Sport and Fitness; NUTR 396 Nutrition Throughout the Lifecycle; NUTR 415 Dietary Supplements and Herb Use in Nutrition; NUTR 465 Community Nutrition.

Minor – Public Health

21 Credit Hours

Public health is concerned with disease prevention and community health promotion. Special attention is directed toward environment issues, epidemiology, and disease control.

Courses for the minor include: HP 211 The Health Care Delivery System; HP 384 Public Health; HP 385 Disease Control; HP 402 Health Care Research and Statistics; HP 484 Environmental Health; HP 485 Epidemiology; HP 486 Public Health Administration.

Minor – Sonography

26 Credit Hours

The 26-hour minor in sonography is designed to instruct students in the didactic as well as clinical aspects of diagnostic medical sonography. The structure of the minor will prepare students to take the national registry examination in sonography.

Students must apply and be accepted into the sonography course of study before enrolling in the required sonography courses. Information on how to apply can be obtained from either the director of the Health Services or the director of the Radiologic Technology programs. Students must have taken the following pre-requisite courses before starting the sonography course of study: BIOL 121: Anatomy and Physiology; HP 115: Medical Terminology; and MATH 111: College Algebra.

Courses for the minor include: RADT 217: Patient Care Procedures; RADT 401: Sonographic Physics and Instrumentation; RADT 402: Sonographic Procedures I: Abdomen and Small Parts; RADT 403: Clinical VI-Sonography; RADT 404: Clinical VII-Sonography; RADT 405: Sonographic Procedures II: Obstetrics and Gynecology; RADT 406: Introduction to Sonography and Sonographic Sectional Anatomy; RADT 407: Clinical VIII-Sonography; RADT 408: Clinical IX-Sonography; RADT 483: Clinical X-Sonography; RADT 484: Clinical XI-Sonography; RADT 485: Clinical XII-Sonography and RADT 487: Vascular Sonography.

Gerontology (GERO) Course Descriptions

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

315 Health Care Aspects of Gerontology (3) This course focuses on aging and health. Major health problems are identified and treatment strategies are studied. The dimensions of aging are explored. Healthcare issues pertinent to the older adult are discussed. F, Sp, Su

316 Age Related Body Changes: Illness and Disease (3) This course focuses on aging and health. Major health problems are identified and treatment strategies are studied. Prereq: Biol 121, or consent of the instructor. Sp

317 The Long Term Care Continuum (3) This course examines the conceptual framework for creating an ideal integrated continuum of care, as well as information about the components for the continuum as they exist today. Students will examine the various residential options for seniors and will analyze issues of cost, access, and quality for each. Prereq: HP 315 or consent of the instructor. F

318 Healthy Aging (3) This course emphasizes the relationship between aging and healthy lifestyle. Theories of aging and development will be reviewed. The student will learn about the role of nutrition and exercise in the older population. This knowledge will be applied by assessing an older adult's nutritional status and exercise behavior for the purpose of developing an individualized strategy for change. Sp

423 Clinical Problems of Older Adults (3) This course focuses on major clinical problems of older adults in society. Emphasis is on prevention, early recognition, and management of problems. Environmental, behavioral, physical, and educational approaches are included. F

425 Health Facilities Administration (3) This course focuses on the purpose, organization and management of long-term care facilities and related organizations. The importance of long-term care facilities in the continuum of care for the elderly or developmentally disabled is examined. The typical structure, by functional area, of such a facility is presented, and federal and state regulations by area are reviewed. Contemporary issues and current legislation/regulations impacting the long-term care industry are analyzed. This course assists the student to prepare for successful completion of the federal and state examination leading to licensure as a health facilities administrator. Sp

Health Professions (HP) Course Descriptions

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

115 Medical Terminology For The Health Professions (2) This course focuses on the study of the prefixes, suffixes, and root words commonly found in the field of medicine and health care. F, Sp, Su

211 The Health Care Delivery System (3) This course provides an overview of the health care delivery system from a historical, economical, legal/ethical, and political framework. F, Sp, Su

226 Biochemistry For The Health Professions (2) This course introduces the student to biochemistry emphasizing biological systems and the biochemical basis of metabolism. Prereq: Chemistry 101 or equivalent.

235 Holistic Healing and Health Care (3) A course designed to study and compare eastern and traditional western healing and healthcare. Emphasis is on historical influences, science, research, and health reform as driving forces for a combined model of east-west healing and health care. Specific modalities will be studied with an emphasis on development and utilization of a self-care practice model. Implications for changes in institutions, delivery of care, and provider roles also will be analyzed.

305 Health Promotion and Worksite Wellness I (3) Provides the student with knowledge about health and wellness concepts and strategies to implement them in the workplace. Theoretical models will be the basis used to explore why individuals choose healthy or unhealthy behaviors and what motivates them to change their choices. Effective assessment techniques for the individual and organization will be presented. Utilization of the assessment data to develop an effective health promotion plan will be studied. F

306 Health Promotion and Worksite Wellness II (3) Provides the student with knowledge on the development of a health promotion plan for the worksite. Designing interventions to meet the needs of the workforce and the organization will be explored extensively.

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

314 Audiology and Hearing Impairment (3) This course covers topics in basic audiology and hearing impairment. Information covered will be informative for professionals who come in contact with hearing-impaired individuals. Approximately 5 of every 1000 babies are born with significant hearing loss. Hearing loss frequently accompanies other disabilities and is a normal development with the process of aging. Topics to be studied include: types and causes of hearing loss, social and emotional factors related to hearing loss, helpful communication strategies to use with hearing impaired persons, different types of amplification and management of such, and other equipment and services available for those who are hearing impaired. F

325 Pharmacology And Therapeutics (3) An introduction to modern therapeutic drugs. Dosage forms, sources, prescriptions, and metabolism are covered first, then students study human physiological systems and the most important drugs used to affect these systems. Emergency and new drugs are included. Open to all health professions and biology students. Prereq: Biol 121 or consent of the instructor. F, Sp

335 Mechanisms Of Pathophysiology (3) This course utilizes a systems approach to understand underlying mechanisms of the disease process and how these mechanisms relate to and cause overt signs and symptoms. The content emphasizes normal homeostasis controlling mechanisms and how pathophysiological mechanisms disturb homeostasis and cause dysfunction. Prereq: Biol 121 and Chem 107 or consent of the instructor. F, Sp

355 Human Sexuality: A Health Perspective (3) This course focuses on interdisciplinary approach to the study of individual and societal determinants in the expression of human sexuality in relationship to health. Changing social values, sexual behaviors, contraception, sexually-transmitted diseases, and problems in sexual development in relationship to health are explored. F, Sp

365 Alcohol And Drug Abuse: A Health Perspective (3) This course focuses on an interdisciplinary approach to the study of alcohol and drug abuse from a health perspective. Etiological theories and the physiological and social consequences of alcoholism and drug abuse are studied. Current approaches to prevention, identification, and treatment of alcoholism and drug abuse are analyzed. F, Sp

384 Public Health (3) This course introduces the services and measures that are used to safeguard public health. Content included in the course is: history, development and organization of Public Health; an introduction to the scientific concepts and analytical tools used in Public Health; and overviews of the major areas of Public Health intervention. F

385 Disease Control (3) This course provides systematic coverage of the determinants of disease and control methods by major disease groupings, such as respiratory diseases, and animal-associated diseases. Sp

402 Health Care Research & Statistics (3) The course provides students an introduction to research methodology, statistics and critique used in nursing and health professions. Topics will include basic research designs for qualitative and quantitative research. Organization and presentation of data, measures of central tendency and variability, hypothesis testing, correlation, regression, and sampling techniques will be studied. Students will use computer assisted instruction and application software in assignments using health care and epidemiologic data. Emphasis will be placed upon the interpretation and use of research findings in the nursing and health professions research literature. F, Sp

405 Technology Applications In Health Care (3) This course provides an overview of past, current, and future use of technology in healthcare and its impact. The use of computers and related technology in diagnosis, treatment, evaluation, documentation, and reimbursement will be studied. Students will have an opportunity to review use of technology specific to their practice area. Prereq: CIS 151 recommended. Sp

407 Health Promotion and Worksite Wellness Practicum (3) This practicum provides the student with practical experience in needs assessment, individual and organizational assessment, program planning, implementation, evaluation, and problem solving of health promotion programs. The student will complete a program negotiated with the instructor and gain additional experience under the supervision of an experienced health promotion professional. Prereq: HP 305 and HP 306. Su

408/508 HIV/AIDS: Biological, Medical, Psychosocial, and Legal Perspectives (3) This course provides a physiological and psychosocial base for health professionals and concerned others to provide care and support to children and adults with HIV disease. Theories and concepts relevant to the disease process and care giving will be examined. Societal issues related to HIV disease will be studied. Sp

411 Health Care Systems Management (3) This course includes an overview of management, administration, decision-making, and organization in health care institutions. Emphasis is placed upon managerial style and application of functions of management to situations in the healthcare environment. F, Sp

421 Financial Management In Healthcare (3) An overview of financial systems will be presented. Selected healthcare financial management concepts including payment incentives, integrated systems, cost management, pricing and marketing, productivity monitoring, insurance coding, and quality improvement will be studied as they relate to various types of healthcare organizations. Selected computer applications to demonstrate budgeting, forecasting, data base integration and variance analysis will be used. Prereq: Acct 201 recommended. F, Sp

431 Health Information and Quality Improvement Management (3) An overview of health information management will be presented. The student will be assisted to learn that the delivery of healthcare services is a complex endeavor that depends extensively on information. Information is needed regarding the patient, the provider, the processes, and outcomes in the delivery of care. Because health services are provided by many individuals, disciplines, and specialists, the information related to these services must be integrated, coordinated, and managed. Key systems for the management of such information will be studied. Sp

435/535 Eastern Medicine (3) A course designed to study Eastern Medicine and its influence on complementary healthcare therapies. Emphasis is on historical, cultural, social, research and consumer interest influences on the evolving model of east-west healing and healthcare. Specific modalities will be studied with emphasis on utilization for self-care and their use in healthcare. Implications for changes in healthcare environments and healthcare provider roles will also be analyzed. F, Sp

456 Ethics and Health Care in a Pluralistic Society (3) The course will provide students with an ethical framework for decision-making in the context of a pluralistic society. Models and principles of ethical justification among a diversity of cultures and belief systems will be analyzed. Specific applications are made to concerns in clinical and healthcare management. Topics include the right to healthcare, community health ethics, end-of-life issues, and organizational ethics. F, Sp

478 School And Community Health Education Methods (3) This course focuses on education principles and procedures for health profession programs and community health teaching. Lesson plan formulation, course organization, teaching strategies, and test construction are studied. F, Sp

480 Internship in Health Services (1,2, or 3) The internship provides junior or senior student Health Services majors, who meet the eligibility criteria, an opportunity to gain valuable insight and understanding of current topics in the healthcare environment while they assist the healthcare business reach its organizational goals. Interns will function as a valuable, but student member of a healthcare related management team. The experience will lead the student to a deeper appreciation of the nature of the healthcare field. Both leadership and team work opportunities will be sought, and the student intern will have a chance to think on their feet while participating in practical workplace situations. The University will work closely with the participating healthcare organization to customize an experience for the intern that meets the needs of the healthcare organization without compromising academic goals or the student's academic progress. Prereq: consent of program director required. Repeatable to a maximum of six credit hours. F, Sp, Su

484/584 Environmental Health (3) Introduces various environmental risks to health status, and the role of public health controls in safeguarding at risk populations. These areas include: food production, water purity, wastewater and solid waste handling, arthropod and pest control, air quality, and occupational and industrial hazards to health. F

485/585 Epidemiology (3) Introduces the principles and methods of epidemiology used to study health-related issues in populations. Covers models of disease causation and the association of health risk factors. Includes: common epidemiological measures, epidemiologic study designs, disease surveillance, and outbreak investigation. Applies epidemiological principles and methods to health service organizations and clinical settings by developing critical literature review and study design skills. Prereq: HP 40, or PSY 302, or consent of instructor. Sp

486 Public Health Administration (3) This course describes the setting for public health practice; the structure of public health policies and regulations; and the organizations responsible for public health services. Public health funding and the administration of public health services at the local, state, national, and international levels are reviewed and analyzed. Sp

490 Special Topics In Health Professions (1, 2 or 3) This is an advanced course for majors in health professions. Special topics are considered. Prereq: consent of faculty required. Repeatable to a maximum of six credit hours. F, Sp, Su

492 Transcultural Health Care in the Global Community (3) This multi-disciplinary course is designed for students interested in learning about transcultural populations of people and the relationship of culture to health and healthcare. Included in the course will be a visit to examine transcultural health in the global community. Services projects included during the visit will provide clinical and community education opportunities in a variety of sites and will promote interdisciplinary responses to healthcare issues in the cultural context of the community.

496 Marketing In Health Care Organizations (3) The increasing complexity of the healthcare system dictates a need for an organized approach to marketing, and one that ties key market issues and needs to a definitive market position, quantifiable objectives, and finally to

strategies and actions aimed at achieving the position and objectives. This course allows the student to learn such an organized approach to marketing. A marketing analysis, as a means to introduce the principles and concepts of marketing as applicable to healthcare, will be conducted. F, Sp

497 Ethical and Legal Issues in the Management of Health Services (3) This course provides the student an opportunity to examine and analyze common occurrences in the management of the healthcare system that are affected by laws, standards, and /or regulations; and which may call into question the ethical decisions leaders in healthcare organizations are frequently required to make. Particular emphasis will be placed on ethical business decisions. The role of ethics committees and institutional review boards will be addressed as they relate to both clinical decisions and the administration of healthcare facilities. F, Sp

498 Current Concepts In The Health Professions (3) This course examines the issues important to the healthcare professional from a historical, economical, legal/ethical, political, and multi cultural framework. Professionalism, negotiation, change agent, leadership, role theory, and role strategies are studied in relation to the healthcare professional. Topics will be selected based upon current trends in healthcare. F, Sp

Nutrition (NUTR) Course Descriptions

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

376 Principles and Applications in Nutrition (3) Principles and applications in nutrition emphasizes the relationships among the nutrients and how homeostasis relationships are maintained in the healthy person. Likewise, imbalances and dietary counseling for their corrections will be emphasized. Special attention to nutrition for the developing human and lectures focusing on nutrition counseling will address the needs of the health professionals seeking concepts in applied nutrition. Prereq: MATH 108 and CHEM 107 recommended. F, Sp, Su

378 Nutrition for Fitness and Sports (3) An overview of the relationship of basic nutrition and energetics to physical activity and body consumption. Examines popular myths and misconceptions associated with nutrition and performance. Prereq: MATH 108 recommended. F, Sp

396 Nutrition Throughout the Lifecycle (3) This course identifies and analyzes the special nutritional requirements for all ages of the life-cycle including pregnancy and lactation. The course will be of interest to healthcare professionals and individuals committed to understanding the role of nutrition in achieving optimal health. F

415 Dietary Supplements and Herb Use in Nutrition (3) There is a lack of understanding and many myths related to the use of nutritional supplements and herbs. This course identifies and describes the use of nutritional supplements and herbs in illness and health. The course will provide a research base for better decision making regarding the use of nutritional supplements and herbs. F

465 Community Nutrition (3) Understanding of community based nutrition programs will provide an important referral knowledge base for healthcare professionals and other students. Student advocacy and political action skills will be enhanced through this course. Sp

Occupational Therapy

Occupational therapists and occupational therapy assistants provide holistic services to people who have difficulty with everyday tasks that occupy their lives—hence the term *occupation*. Occupational therapy is the therapeutic use of purposeful and meaningful occupations (goal-directed activities) to promote health and wellness, and to evaluate and treat individuals who have a disease or disorder, impairment, activity limitation, or participation restriction that interferes with their ability to function independently in daily life roles. Occupational therapy intervention may include remediating or restoring performance abilities that are limited due to impairment in biological, physiological, psychological, or neurological processes; adapting tasks, processes, or environments or teaching compensatory techniques to enhance performance; offering disability prevention methods and techniques that facilitate the development or safe application of performance skills; and providing health promotion strategies and practices that enhance performance abilities.

Occupational therapy direct services include, but are not limited to, evaluating, developing, improving, sustaining, or restoring skills in activities of daily living (ADL), work or productive activities, including instrumental activities of daily living (IADL), and play and leisure activities; evaluating, developing, remediating, and restoring sensorimotor, cognitive, or psychosocial aspects of performance; designing, fabricating, applying assistive technology or orthotic devices and training in the use of assistive technology, orthotic, and prosthetic devices; adapting environments and processes (including the application of ergonomic principles), to enhance performance and safety in daily life roles; applying physical agent modalities as an adjunct to or in preparation for engagement in occupations; evaluating and providing intervention in collaboration with the client, family, caregiver, or others; educating the client, family, caregiver, or others in carrying out appropriate non-skilled interventions; and consulting with groups, programs, organizations, or communities to provide population-based services. Occupational therapy indirect services such as research, management, and teaching at the university level are also available career options.

Occupational therapists and occupational therapy assistants deliver services in a variety of settings including hospitals and clinics, rehabilitation centers, public and private schools, universities and community colleges, business and industry, community facilities, home health agencies, nursing homes and residential centers, correctional facilities, mental health centers, and private practice. In the United States, USI is one of few universities offering fully

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

Occupational Therapy Program

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

Students who wish to take the *Certification Examination for the Occupational Therapist Registered*®, administered by the National Board for Certification in Occupational Therapy (NBCOT), with just a Bachelor of Science in Occupational Therapy must complete all baccalaureate degree requirements to graduate from USI by the designated baccalaureate deadline: end of the 2004 Third Summer Session. After the deadline, occupational therapy majors must complete graduation requirements of the combined BS/MS degree curriculum to be eligible to take the national certification exam.

To accommodate the diverse USI student body, occupational therapy majors have options for pursuing the professional-level curriculum. Students can either complete all required classes outside the Occupational Therapy Program followed by occupational therapy courses or take a combination of required classes and occupational therapy courses either on a full-time or part-time basis. Full-time students can complete all requirements for both degrees in five years (including two summers). Students who have completed all required courses outside the Occupational Therapy Program can complete all requirements for both degrees in three years (including two summers).

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

(Occupational therapy students enter the combined BS/MS curriculum with the understanding that they will abide by the designated student-clinical site matching system.) Although occupational therapy majors begin taking graduate-level occupational therapy courses in the fourth year, fifth year occupational therapy students complete the graduate curriculum, which prepares students for advanced practice across three roles: a central role of specialization (selected by the student) supported by two required roles, educator and researcher. Internet-based distance education is the primary method of instructional delivery in the fifth year. In addition to didactic courses, fifth-year students complete a 120-hour practicum experience in each of the two required roles and a 250-hour internship in the central role of specialization.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220. ACOTE's telephone number c/o AOTA is 301-652-2682. Graduates of this program will be eligible to sit for the *Certification Examination for the Occupational Therapist Registered*® administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). Most states require additional credentialing in order to practice; however, state credentials are usually based on the results of the NBCOT certification examination.

Admission Requirements

The prospective student must be accepted for admission to USI before completing a separate application to this program. For the most current admission information, call the program at 812/465-1179, e-mail otinfo@usi.edu or visit the Web site, health.usi.edu/acadprog/ot/index.htm. Student applicants must show capability of fulfilling clinical practice requirements, eligibility for occupational therapy practitioner credentialing, and evidence of satisfactory health status. Note: A felony conviction may affect a

graduate's eligibility to sit for the NBCOT certification examination or attain state practice credentials; contact the program for further information.

Five-Year Course Schedule Example

Year One

Fall Semester (15)	Hours
ENG 101 (A1)	3
SPCH (A1)	3
SOC 121	3
MATH (A2)	3-4
OT 151	1
PE Activity (B3)	1

Spring Semester (15)	Hours
ENG 201 (A1)	3
HUM (C4)	3
PHIL 201 (B1)	3
PSY 201 (C2)	3
Science (C3)	3

Year Two

Fall Semester (15)	Hours
BIOL 121 (C3)	3
HUM (C4)	3
Arts (B2)	3
History (C1)	3
OT 330	3

Spring Semester (15)	Hours
BIOL 122 (C3)	3
PSY 261	3
Global (C5)	3
OT 310 (B3)	3
OT 315	3

Year Three

Fall Semester (16)	Hours
OT 320	3
OT 340	5
OT 312	5
OT 342	3

Spring Semester (16)	Hours
OT 380	3
OT 331	3
OT 341	6
OT 440	4

Summer Sessions (6)	Hours
OT 497	4
OT 461	2

Year Four

Fall Semester (16)	Hours
OT 441	3
OT 460	3
OT 470	3
OT 480 (D)	3
OT 591	3

Spring Semester (12)

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

Summer Sessions (6)

OT 692	3
Elective	3

Year Five**Fall Semester (8)**

OT 683	3
OT 687	2
OT 693	3

Spring Semester (8)

OT 698	3
OT 699	5

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

Course Descriptions

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

151 Orientation to Occupational Therapy (1) This course provides students with a general overview of occupational therapy history, philosophy, and practice. Students gain a beginning understanding of the value of occupation or purposeful activity in daily life, survey the role of occupational therapy with various populations and in a variety of settings; recognize national and state credentialing requirements, identify occupational therapy association functions at all levels, and recognize AOTA standards, ethics, and policies and their effects on occupational therapy practitioner conduct and patient treatment. F, Sp

310 Applied Pathophysiology I (3) This course begins with an introduction to occupational performance (areas, components, and contexts) and an integrated theoretical approach. The course proceeds with an overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries, and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. This course has been approved for the one-hour nonactivity requirement of Category B3. Health/Fitness of the University Core Curriculum. Sp, Su

312 Applied Pathophysiology II (5) Providing a focus in the areas of neurology and orthopedics, this course continues the exploration of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries. Emphasis is placed on developing an understanding of the potential effects of such conditions on anatomical structures, physiological processes and the functional performance of individuals throughout the lifespan, while exploring the effects of health promotion and disability prevention on the individual, family, culture, and society. Developing skills in investigating, formulating, and discussing significant clinical and functional factors of such conditions is emphasized. F

315 Applied Movement Analysis (3) This course emphasizes the observation, evaluation, description, and documentation of motion and movement patterns, as well as the structures of human anatomy that suggest what constitutes healthy movement patterns. While the primary focus is on functional and aberrant human movement patterns across the lifespan and within various contexts, students also examine the movement patterns of nonhuman objects. Students begin to develop skills in documentation, evaluation, and analysis, and in using diagnostic data in treatment planning to improve functional task performance. Sp, Su

320 Professional Communication (3) The emphasis of this course is the development of professional level skills in the areas of listening, speaking, reading, and writing. This course includes skills such as interviewing, group interaction, documentation to ensure accountability and reimbursement of services, critical reading of research and scholarly papers, public speaking, and participation in meetings. Additionally, students learn to utilize single system research design as a strategy to evaluate clinical change. F

330 Media and Modalities I (3) This course explores various activities and emphasizes detailed activity analysis of occupational performance, development and planning of activities to address delineated goals, grading and adapting of activities for therapeutic intervention, and evaluation of given activities for effectiveness in goal achievement. F

331 Media and Modalities II (3) This course provides a strong orthotics core as well as emphasizes the application of therapeutic intervention for the accomplishment of purposeful activities (occupation) including family/caregiver training, environmental adjustments, orthotics, prosthetics, assistive technology, physical agent modalities, and other technology. Sp

340 Occupational Performance Components I: Psychosocial Skills (5) This course emphasizes the identification of appropriate theoretical frameworks, the selection of purposeful activities that incorporate intervention principles, and the provision of therapeutic interventions to enhance the psychosocial occupational performance component. Psychosocial subcomponents include psychological skills (values, interests, self concept), social skills (role performance, social conduct, interpersonal skills, and self expression), and self-management abilities (coping skills, time management, and self control) related across the

lifespan and performance contexts. Integrated into this course is a 40 clock-hour practicum experience that emphasizes the role of psychosocial components in all occupational therapy settings. F

341 Occupational Performance Components II: Sensorimotor Skills

(6) This course emphasizes the identification and exploration of various sensorimotor theoretical frames of references, the selection and specification of purposeful activities that incorporate the concepts of a given frame of reference, and the practice and provision of therapeutic interventions in the sensorimotor occupational performance components. Sensorimotor components include sensory abilities (sensory awareness, sensory processing, and perceptual skills), neuromuscular abilities (reflexes, range of motion, muscle tone, strength, endurance, postural control, postural alignment, soft tissue integrity), and motor abilities (gross motor coordination, crossing the midline, laterality, bilateral integration, motor control, praxis, fine motor coordination/dexterity, visual-motor integration, and oral-motor control), and are related across the lifespan and performance contexts. A 40 clock-hour practicum, which emphasizes the role of sensorimotor components in all occupational therapy settings, is integrated into this course. Sp

342 Occupational Performance Components III: Cognitive Skills

(3) This course emphasizes the identification of appropriate theoretical frameworks, the selection and specification of purposeful activities that incorporate intervention principles and the provision of therapeutic interventions for cognitive occupational performance components. Cognitive subcomponents (level of arousal, orientation, recognition, attention span, initiation of activity, termination of activity, memory, sequencing, categorization, concept formation, spatial operations, problem solving, learning, and generalization) are related across the lifespan and performance contents. F

350 Independent Study (1-12) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty approved supervised service delivery, research projects under the direction of faculty, or another faculty approved project. F, Sp, Su

380 Professional Evaluation (3) This course provides an overview of tests and measurement principles and emphasizes: 1) evaluation of the need for occupational therapy intervention; 2) the selection, administration, and interpretation of standardized and non-standardized tests and evaluations; 3) interpretation of evaluation in relation to occupational performance (areas, components, and contexts), treatment planning, therapeutic intervention, and age appropriate theoretical frameworks; 4) reevaluation for effect of occupational therapy intervention and need for continued and/or changed treatment; and 5) the appropriate use of the certified occupational therapy assistant in the screening and evaluation process. Sp

440 Occupational Performance Areas I: Activities of Daily Living and Play/Leisure (4) The emphases of this course are the meaning and dynamics of purposeful activity to enhance lifespan role functioning, particularly in activities of daily living (grooming, oral hygiene, bathing/showering, toilet hygiene, personal device care, dressing, feeding and eating, medication routine, health maintenance, socialization, functional communication, functional mobility, community mobility, emergency response, and sexual expression) and play or leisure activities (exploration and performance). Also emphasized are the interplay of performance components (sensorimotor psychosocial, and cognitive), the performance area of work and productive activities, and performance contexts (temporal aspects and environment). Sp

441 Occupational Performance Areas II Work and Leisure (4) The emphases of this course are the meaning and dynamics of purposeful activity to enhance lifespan role functioning, particularly in work and productive activities (home management, care of others, educational activities, and vocational activities). Also emphasized is the interplay of performance components (sensorimotor psychosocial, and cognitive), the performance area of activities of daily living and play/leisure, and performance contexts (temporal aspects and environment). F

450 Independent Study (1-12) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty approved supervised service delivery, research projects under the direction of faculty, or another faculty approved project. F, Sp, Su

460 Professional Issues I (3) This course provides opportunities to understand the necessity of participating in the promotion of occupational therapy through interaction with other professionals, consumers, third party payers, and the public; to assume individual responsibility for planning professional development in order to maintain a level of practice consistent with accepted standards, and to understand environmental and policy issues which impact the provision of occupational therapy services. The course includes 40 clock hours of Advanced Role Practicum experience in which students are paired with academics, administrators, advanced practitioners, or researchers. F

461 Professional Issues II (2) This accelerated course, offered in the months of April and May after two professional fieldwork internships, provides a continuation of professional issue examination with a focus on the development of leadership abilities. The course emphasizes integration and synthesis of professional coursework with internship experiences. To simulate the timing necessary to integrate professional development into the work environment, certain assignments for this class are due during February and March even though students are completing Level II internship experiences during that time. Sp, Su

470 Occupational Therapy Management (3) Principles of management such as planning, organizing, staffing, coordinating/directing, controlling, budgeting, marketing, and strategic planning are explored on a personal and professional level and applied to the delivery of occupational therapy services in a variety of service models including medical, community, and educational systems. There is an emphasis on the development of supervisory skills for occupational therapy students, certified occupational therapy assistants, and other personnel. F

480 Occupational Therapy Research (3) This course is designed to provide the student opportunities to synthesize the requisite foundation of liberal arts and sciences (including biology, psychology, sociology, English, communications, and ethics) with the professional sequence of occupational therapy coursework. Following an introduction that covers the philosophical underpinnings of inquiry, the importance of research, the two traditions of research including process stages and essential components, basic versus applied research, and rigor in research, students utilize discovery learning in six areas of inquiry: single system design research (with quantitative analysis), qualitative research, action research, focus group research, advanced quantitative research, and outcome evaluation. Students enter this course having conducted and presented two research studies (of which at least one utilized a single system design) at the Occupational Therapy Program's end-of-the-semester conferences and completed one survey methods project in the past as well as having studied both descriptive statistics and nonparametric inferential statistics in previous occupational therapy courses. This course has been approved for Category D: Synthesis of the University Core Curriculum. F

497 Professional Fieldwork A (4) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork A must vary from Fieldwork B to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long term versus short term), and (c) facility type (institutional versus community based). F, Sp, Su

498 Professional Fieldwork B (4) In this Level II fieldwork experience of at least 12 weeks full-time, students synthesize knowledge gained throughout their educational experiences including liberal arts courses (University Core Curriculum) as well as the professional sequence of occupational therapy coursework by delivering occupational therapy services to persons having various levels of occupational performance. For service delivery, students use clinical reasoning, self-reflection, and creativity in their utilization of various occupational therapy theoretical approaches throughout the occupational therapy process. By the end of this internship, the student must function as an entry-level occupational therapist. Fieldwork B must vary from Fieldwork A to reflect a difference in (a) ages across the lifespan of persons requiring occupational therapy services, (b) the setting with regard to chronicity (long term versus short term), and (c) facility type (institutional versus community based). F, Sp, Su

499 Professional Fieldwork C (2-4) This elective Level II fieldwork placement is designed for the student who wishes an opportunity to gain experience of six to 12 weeks (full-time) in duration in a specialized area of practice. Fieldwork C must vary from Fieldworks A and B. F, Sp, Su

521 OT Educational Strategies A (3) Traditional methods are emphasized in this course in which the student learns to design and provide formal and informal educational offerings or training related to occupational therapy to consumers, peers, and community groups.

522 OT Educational Strategies B (3) Electronic methods are emphasized in this course in which the student learns to design and provide formal and informal educational offerings or training related to occupational therapy to consumers, peers, and community groups.

591 Specialized Clinical Reasoning Strategies (3) Students in this course critically examine their own practice and integrate new knowledge using various types of clinical reasoning (narrative reasoning, interactive reasoning, procedural reasoning, pragmatic reasoning, and conditional reasoning) to develop and provide evidence-based specialized occupational therapy services (direct, monitored, consultative), including evaluation, intervention, program planning, and implementation, discharge planning related documentation, and communication.

627 OT Educator Practicum Seminar (2) Integrated within this course is a 120 clock hour fieldwork practicum experience in which students apply knowledge, values, and skills related to the required educator role. Students also meet in seminar fashion to reflect upon and share their learning experiences, providing additional synthesis of this practicum.

683 Advanced OT Research Strategies (3) In this course students conduct and disseminate scholarly work of the profession including examining, developing, refining, and evaluating the profession's body of knowledge, theoretical base, and philosophical foundations. Specific tasks involve designing and directing the completion of various studies, including data analysis, interpretation, and dissemination of results; collaborating with others to facilitate studies of concern to the profession; and mentoring novice researchers.

687 OT Researcher Practicum Seminar (2) Integrated within this course is a 120 clock hour fieldwork practicum experience in which students apply knowledge, values, and skills related to the required researcher role. Students also meet in seminar fashion to reflect upon and share their learning experiences, providing additional synthesis of this practicum.

692 Specialized Evaluation Strategies (3) Providing an advanced study of tests and measurement principles within the centralized role of specialization, this course emphasizes: (a) clinical reasoning aspects; (b) selection, administration, and interpretation of standardized and non-standardized tests and evaluations; (c) interpretation of evaluation results; (d) documentation within an appropriate practice setting; and (e) reevaluation for effect of occupational therapy intervention and need for continued and/or changed treatment.

693 Specialized Intervention Strategies (3) This course provides students with advanced study of intervention principles and practices within their centralized role of specialization. Additional emphases include clinical reasoning aspects, evidence-based service provision, outcomes measurement, best practices, and quality assurance.

698 Specialized Role Internship Seminar (3) Integrated within this course is a 250 clock hour fieldwork internship experience in which students apply knowledge, values, and skills related to their selected central role of specialization. Students also meet in seminar fashion to reflect upon and share their learning experiences, providing additional synthesis of this internship.

699 OT Synthesis (5) This course is designed to provide students opportunities to synthesize their preparation for advanced practice across three roles: a central role of specialization (selected by the graduate student) supported by two required roles, educator and researcher. Resulting in a product such as a research project or innovative scholarly project, this course also emphasizes professional reflection on the process aspect.

Associate of Science with a major in Occupational Therapy Assistant

The Occupational Therapy Assistant Program offers a 74-hour associate degree, which consists of a 25-hour foundation of liberal arts and sciences (50 percent of the USI University Core Curriculum) and 49 hours of occupational therapy assistant courses. Students may enroll full-time or part-time in occupational therapy assistant coursework. Students who select the full-time option take the 25-hour block of University Core Curriculum classes and then enroll in Occupational Therapy Assistant Program coursework to complete the 43-credit-hour didactic component and the six-credit-hour clinical component. In addition to classroom and laboratory

hours, this degree includes 16 40-hour weeks of integrated practicum experiences. Full-time students can complete the Associate of Science Degree with a major in Occupational Therapy Assistant in five semesters and one summer. Part-time students may take occupational therapy assistant courses integrated with other required courses. Because of course sequencing, students enrolled on a part-time basis within the Occupational Therapy Assistant Program may require more than five semesters and one summer to complete all required coursework. Part-time students must work closely with an advisor to ensure proper course sequencing.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, PO Box 31220, Bethesda, MD 20824-1220, phone: 301/652-2682. Graduates of this department will be eligible to sit for the *Certification Examination for the Certified Occupational Therapy Assistant®* administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will carry the title, Certified Occupational Therapy Assistant (COTA). Most states require additional credentialing in order to practice; however, state credentials are usually based on the results of the NBCOT certification examination.

Admission Requirements

The prospective student must be accepted for admission to USI before completing a separate application to this department. Student applicants must also show capability of fulfilling clinical practice requirements, eligibility for occupational therapy practitioner credentialing, and evidence of satisfactory health status. Note: A felony conviction may affect a graduate's eligibility to sit for the NBCOT certification examination or attain state practice credentials; contact the department for further information. For the most current admission information, call the department at 812/465-1140, e-mail otinfo@usi.edu, or visit the Web site, health.usi.edu/acadprog/ota/index.htm.

University Core Curriculum Requirements (25)

- A1. Composition/Speech (9)
 - ENG 101 Rhetoric and Composition I (3)
 - ENG 201 Rhetoric and Composition II (3)
 - SPCH 101 Introduction to Public Speaking (3)
- B1. Ethics (3)
 - PHIL 201 Introduction to Ethics (3)
- B3. Health/Fitness (1 of 2)

- PED Physical Education Activity Course (1)
- C2. Individual Development/Social Behavior (6)
 - PSY 201 Introduction to Psychology (3)
 - SOC 121 Principles of Sociology (3)
- C3. Science (8-9)
 - BIOL 121 Human Anatomy and Physiology I (3)
 - BIOL 122 Human Anatomy and Physiology II (3)

Occupational Therapy Assistant Major Requirements (49)

- OT 151 Orientation to Occupational Therapy (1)
- OTA 213 Pathophysiology and Conditions I (3)
- OTA 214 Pathophysiology and Conditions II (3)
- OTA 221 Technical Communications (3)
- OTA 231 Therapeutic Media (3)
- OTA 241 Occupational Performance Components I (6)
- OTA 242 Occupational Performance Components II (5)
- OTA 297 Practicum Seminar A (2)
- OTA 298 Practicum Seminar B (2)
- OTA 343 Occupational Performance Areas I (5)
- OTA 344 Occupational Performance Areas II (4)
- OTA 362 Occupational Therapy Assistant Issues (3)
- OTA 372 Management for Occupational Therapy Assistants (3)
- OTA 397 Technical Fieldwork A (3)
- OTA 398 Technical Fieldwork B (3)

Knowledge of medical terminology is crucial to the practice of occupational therapy. Students may opt either to take and pass the course, HP 115: Medical Terminology, or pass the competency-based medical terminology examination, offered by the Occupational Therapy Assistant Department.

Course Descriptions

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

213 Pathophysiology and Conditions I (3) This course provides an overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries; and examines the effects of such conditions on functional performance throughout the lifespan as well as explores the effects of wellness on the individual, family, culture, and society. Prereq: BIOL 121. F

214 Pathophysiology and Conditions II (3) Providing a focus in the areas of neurology and orthopedics, this course continues the overview of the etiology, clinical course, management, and prognosis of congenital and developmental disabilities, acute and chronic disease processes, and traumatic injuries by examining the effects of such conditions on functional performance throughout the lifespan and by exploring the effects of wellness on the individual, family, culture and society. Prereq: BIOL 121. Sp

221 Technical Communication (3) The emphasis of this course is the development of skills in the areas of listening, speaking, reading, and writing. These skills include: interviewing; self, dyadic, and group interaction; documentation to ensure accountability and reimbursement of services; critical reading of research; public speaking; and participation in meetings. This course introduces the student to medical terminology used in many of the treatment settings. F

231 Therapeutic Media (3) The first half of this course includes a multicultural perspective to emphasize the analysis of activities, the performance and teaching of selected tasks and activities, and the grading and adapting of purposeful activity for therapeutic intervention. The focus of the second half of the course is assistive technology including orthotics and prosthetics. F, Sp.

241 Occupational Performance Components I (6) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on psychosocial skills. F

242 Occupational Performance Components II (5) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance areas and concomitant performance components with a focus on sensorimotor and cognitive skills. Sp

297 Practicum Seminar A (2) Along with a 40 clock hour Level I practicum experience, this first practicum course provides students opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. F, Sp, Su.

298 Practicum Seminar B (2) Along with a 40 clock hour Level I practicum experience, this second practicum course provides students additional opportunities to discuss fieldwork matters and integrate fieldwork with occupational therapy process and practice issues. F, Sp, Su.

343 Occupational Performance Areas I (5) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly activities of daily living and play or leisure. Sp

344 Occupational Performance Areas II (4) This course examines the occupational therapy process with an emphasis on optimal occupational performance which enhances lifespan role functioning across occupational performance contexts. This course examines the interplay of performance components and their effects on subsequent performance areas, particularly work and productive activities. Su

350 Independent Study (1-12) This elective course may be customized for the special interest of the student. Students may complete this independent study by participating in faculty approved supervised service delivery, research projects under the direction of faculty, or another faculty approved project. F, Sp, Su

362 Occupational Therapy Assistant Issues (3) This course will provide opportunities to recognize the necessity of participating in the promotion of occupational therapy through educating professionals, consumers, third party payers, and the public; to assume individual responsibility for planning future professional development to maintain a level of practice consistent with accepted standards; and to understand environmental and policy issues which impact the provision of occupational therapy services. Prereq: departmental consent. Su

372 Management for Occupational Therapy Assistants (3) General management principles such as planning, organizing, staffing, coordinating/directing, controlling, budgeting, marketing, strategic planning

are applied to the management of activities service. There is an emphasis on the development of supervisory skills for occupational therapy students, certified occupational therapy assistants, and other personnel. Prereq: departmental consent. Su

397 Technical Fieldwork A (3) While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts; develop and expand a repertoire of occupational therapy treatment interventions; and employ clinical reasoning and reflective practice skills. Fieldwork A, a Level II internship of at least 8 weeks (full-time) in duration, must vary from Fieldwork B to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long term versus short term), and in facility type (institutional versus community based). Prereq: 39 OTA hours. F, Sp, Su.

398 Technical Fieldwork B (3) While working with persons having various levels of psychosocial, sensorimotor, and cognitive performance components, students have opportunities for synthesis, the integration and application of knowledge gained throughout their educational experiences which include general education/liberal arts courses as well as the sequence of occupational therapy coursework. Students will examine the interplay among occupational performance areas, components, and contexts, develop and expand a repertoire of occupational therapy treatment interventions, and employ clinical reasoning and reflective practice skills. Fieldwork B, a Level II internship of at least 8 weeks (full-time) in duration, must vary from Fieldwork A to reflect a difference in ages across the lifespan of persons requiring occupational therapy services, in the setting with regard to chronicity (long term versus short term), and in facility type (institutional versus community based). Prereq: 42 OTA hours (must include OTA 397). F, Sp, Su.

Radiologic Technology and Radiologic and Imaging Sciences

The Radiologic Technology and Radiologic and Imaging Sciences programs have been developed to prepare radiographers, radiologic technologists, and sonographers as highly qualified imaging specialists to function in the medical settings. The first year of study provides the prerequisite courses needed to enter the professional study program. Students enroll in radiologic technology courses in the second and third year that prepare them to function as entry-level radiographers and to enroll in fourth year specialized imaging courses. At the completion of the third year, the Associate of Science in Radiologic Technology degree is awarded and the graduates are eligible to sit for the national registry examination. During the fourth year the students enroll in the magnetic resonance imaging and computed tomography specialty, the general sonography specialty, the clinical education specialty, or the radiology management specialty. All fourth year imaging science courses are offered via the Internet with preceptored clinical practice.

Registered radiographers who have graduated from another radiologic technology program are eligible to enroll in the advanced imaging specialty courses. Students who have completed an allied health program which is recognized by the American Registry of Diagnostic Medical Sonographers (ARDMS) or the American Registry of Radiologic Technologists (ARRT) are eligible to enroll in the general sonography specialty. Upon completion of the Bachelor of Science in Radiologic and Imaging Sciences specialty courses, the graduates are eligible to sit for the national registry examinations in sonography or magnetic resonance imaging and computed tomography.

Associate of Science in Radiologic Technology

The completion of the Associate of Science in Radiologic Technology Program prepares individuals to function effectively as entry-level radiographers. Radiographers are radiologic technologists who, under the direction of a physician, perform radiologic (x-ray) examinations. Radiographers also assist physicians in the performance of fluoroscopic and special radiographic procedures. Radiologic examinations are performed in a variety of settings including radiographic rooms, patient rooms, emergency rooms, surgery, and critical care units. The radiographer is responsible for operating the necessary equipment, preparing contrast materials as needed for the procedure, positioning the patient to produce the proper image, caring for the patient during the examination, and evaluating the quality of resulting radiographs. The radiographer must also complete appropriate records and handle finished images. Radiographers are employed by hospitals, medical centers, physicians' offices, clinics, and immediate care centers.

To obtain the knowledge and skills necessary for success in radiography, students must follow a prescribed sequence of academic and clinical courses. University Core Curriculum courses also are required for completion of degree requirements. Core Curriculum and most radiologic technology (RADT) courses are taught on campus. Clinical courses are conducted at Deaconess Hospital, St. Mary's Medical Center, Welborn Clinic in Evansville and Memorial Hospital and Health Care Center in Jasper with rotations to other medical facilities. Most courses are scheduled during the day. Some involve late afternoon and evening hours. To provide comprehensive clinical experiences, students are required to complete occasional weekend assignments and rotate on limited second and third shifts. These rotations occur during the second half of the program.

The Associate of Science in Radiologic Technology program involves 24 months of continuous full-time study during the student's second and third year program of study. To complete the program, students must pass all required University Core courses and receive at least a C in all RADT courses. University Core courses may be completed on a part-time basis prior to entering the program, or they can be transferred from other approved institutions. Students interested in completing core curriculum courses prior to entering the program or transferring credits should contact the program director.

An associate of science degree is awarded to students successfully completing the program in radiologic technology. The program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 900, Chicago, IL 60606-2901, phone 312/704-5300, fax 312/704-5304, e-mail JRCERT@aol.com.

Program graduates are eligible to apply for admission to the certifying examination administered by the American Registry of Radiologic Technologists (ARRT). Program graduates may also pursue a bachelor of science degree at the University in Radiologic and Imaging Sciences.

The Bachelor of Science in Radiologic and Imaging Sciences allows the majors to continue study in advance imaging areas including clinical education, radiology management, sonography, or computed tomography and magnetic resonance imaging.

Admission Requirements

Applicants must be accepted for admission to the University before being admitted to the radiologic technology program. A separate application must be submitted for admission to the program. Program application forms may be obtained from the School of Nursing and Health Professions. The completed application form must be received by February 1 of the year the student wishes to enter. A copy of high school and any college or university transcripts must be included with the program application form. Applicants are encouraged to apply early and enroll in pre-radiology University Core Curriculum courses.

Preferred applicant qualifications include:

- A combined SAT score of 1000 (or comparable ACT).
- A postsecondary grade point average of 2.5 or above (4.0 scale).
- Completion of the required pre-radiology courses.

Students meeting academic requirements must be in good health, capable of fulfilling clinical practice requirements, and eligible for radiologic technology certification. Students who do not meet these criteria may ask for reconsideration or re-evaluation following successful completion of selected science and other faculty-specified courses required for the program.

All qualified applicants are interviewed by the Radiologic Technology Admissions Committee, which consists of the program director, program faculty, and clinical instructors from Deaconess Hospital, St. Mary's Medical Center, Welborn Clinic in Evansville, and Memorial Hospital and Health Care Center in Jasper. All interviews are confidential, private, and scheduled by appointment. The committee's decision is conveyed by letter within two weeks following the completion of interviews.

Sample Associate of Science in Radiologic Technology Curriculum

First Year

Fall Semester		
ENG 101	Rhetoric and Composition I	3
MATH 111	College Algebra	
	or	
MATH 108	Survey of Mathematics	4
CHEM 103	General Chemistry for Non-Majors	
	or	
PHYS 101	Introduction to Physical Sciences	3
BIOL 121	Anatomy and Physiology I	3
HP 115	Medical Terminology	<u>2</u>
		15

Spring Semester		
ENG201	Rhetoric and Composition II	3
SPCH 101	Introduction to Public Speaking	
	or	
SPCH 107	Interpersonal Communications	3
BIOL 122	Anatomy and Physiology II	3
SOC 121	Principles of Sociology	3
PSY 201	Introduction to Psychology	<u>3</u>
		15

Summer Semester		
*RADT 197	Introduction to Radiographic Procedures	1
*RADT 198	Clinical Applications of Radiology	1
*RADT 211	Introduction to Radiology	1
*RADT 212	Patient Care Procedures I	<u>1</u>
		4

Second Year

Fall Semester		
ARTS	(Choose a B2 approved course)	3
*RADT 213	Radiographic Exposure	4
*RADT 215	Clinical I	2
*RADT 216	Radiographic Procedures I	4
*RADT 217	Patient Care Procedures II	<u>2</u>
		15

Spring Semester		
ETHICS	(Choose a B1 approved course)	3
*RADT 218	Radiographic Procedures II	4
*RADT 221	Clinical II	3
*RADT 222	Special Procedures	2
*RADT 224	Advanced Imaging Equipment	<u>2</u>
		14

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

Third Year

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

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

TOTAL HOURS		91
--------------------	--	----

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

Bachelor of Science in Radiologic and Imaging Sciences

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

Sample Bachelor of Science in Radiologic and Imaging Sciences Curriculum

First Year

Fall Semester		
ENG 101	Rhetoric and Composition I	3
MATH 111	College Algebra	
	or	
MATH 108	Survey of Mathematics	4
SOC 121	Principles of Sociology	3
BIOL 121	Anatomy and Physiology I	3
PED 186	Wellness and Fitness	1
HP 115	Medical Terminology	<u>2</u>
		16

Spring Semester		
ENG 201	Rhetoric and Composition II	3
SPCH 101	Introduction to Public Speaking or	
SPCH 107	Interpersonal Communications	3
BIOL 122	Anatomy and Physiology II	3
CHEM 103	General Chemistry for Non-Majors or	
PHYS 101	Introduction to Physical Sciences	3
PED	(Choose an activity course)	1
PSY 201	Introduction to Psychology	3
		<u>16</u>

Summer Semester		
*RADT 197	Introduction to Radiographic Procedures	1
*RADT 198	Clinical Applications of Radiology	1
*RADT 211	Introduction to Radiography	1
*RADT 212	Patient Care Procedures I	<u>1</u>
		4

Second Year

Fall Semester		
ARTS	(Choose a B2 approved course)	3
*RADT 213	Radiographic Exposure	4
*RADT 215	Clinical I	2
*RADT 216	Radiographic Procedures I	4
*RADT 217	Patient Care Procedures II	<u>2</u>
		15

Spring Semester		
WESTERN CULTURE	(Choose one from the C4 approved courses – HUM I)	3
ETHICS	(Choose a B1 approved course)	3
*RADT 218	Radiographic Procedures II	4
*RADT 221	Clinical II	3
*RADT 222	Special Procedures	2
*RADT 224	Advanced Imaging Equipment	<u>2</u>
		17

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

Third Year

Fall Semester		
WESTERN CULTURE	(Choose one from the C4 approved courses- HUM II)	3
*RADT 225	Radiographic Physics	3
*RADT 301	Sectional Anatomy	2
*RADT 325	Clinical IV	3
*RADT 335	Radiation Biology	<u>2</u>
		13

Spring Semester		
HIST	(Choose one from the University Core Curriculum)	3
*RADT 345	Radiographic Pathology	2
*RADT 365	Directed Study in Diagnostic Imaging	1
*RADT 375	Clinical V	4
*RADT 382	Radiographic Quality Control	<u>2</u>
		15

Upon completion of the third year, students are eligible to sit for the national licensure exam (Registry exam conducted by the American Registry of Radiologic Technologist).

Track 1: Completion of the first three years of the AS in Radiologic Technology program

or

Track 2: Completion of the University Core Courses and an Allied Health Program recognized by the American Registry of Diagnostic Medical Sonographers (ARDMS) or the American Registry of Radiologic Technologist (AART) (eg. Nursing including a current state license).

Fourth Year

Students in the fourth year of study choose one of the following specialty areas: General Sonography; Magnetic Resonance Imaging and Computed Tomography; Clinical Education; or Radiologic Management.

Fourth Year - General Sonography Specialty

Fall Semester		
GLOBAL COMMUNITIES	(Choose one from the University Core Curriculum-C5)	3
*RADT 406	Introduction to Sonography and Sonographic Sectional Anatomy	4
*RADT 402	Sonographic Procedures I	3
*RADT 403	Clinical VI	1
*RADT 404	Clinical VII – Sonography	1
*RADT 407	Clinical VIII – Sonography	<u>1</u>
		13

Spring Semester		
*RADT 401	Sonographic Physics and Instrumentation	3
*RADT 405	Sonographic Procedures II	3
*RADT 408	Clinical IX – Sonography	1
*RADT 483	Clinical X – Sonography	1
*RADT 484	Clinical XI – Sonography	1
SYNTHESIS	(HP 498 or Choose one from University Core Curriculum – D1)	<u>3</u>
		12

Summer Semester		
*RADT 485	Clinical XII- Sonography	<u>2</u>
		2

Fourth Year - Magnetic Resonance Imaging and Computed Tomography Specialty

Fall Semester		
*RADT 411	CT/MRI Physics and Instrumentation	4
*RADT 413	MRI/CT Procedures I	4
*RADT 414	Clinical VII – CT/MRI	<u>3</u>
		11

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

Summer Semester		
*RADT 486	Clinical IX – CT/MRI	3

Clinical Education Specialty

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

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

Radiology Management Specialty

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

Spring Semester		
HP 421	Financial Management in Health Care	3
HP 496	Marketing in Health Care Organizations	3
SYNTHESIS	(HP 498 or Choose one from University Core Curriculum – D1)	3

Elective	(Choose one: Any RADT 400 Level Course, HP 315, HP 402, HP 411, HP 478, PHYS 101)	<u>3</u>
		12

TOTAL HOURS 124

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

Minor – Sonography 26 Credit Hours

The minor in sonography will allow students to gain a better understanding of medical sonography and its role in the diagnosis of certain diseases. Permission by the Radiologic and Imaging Sciences Program director is required prior to enrollment in sonography courses. The prerequisites for the minor in Sonography include the following courses: Biology 121 – Anatomy and Physiology, HP 115 – Medical Terminology, and Math 111 College Algebra or equivalent.

RADT 217	Patient Care Procedures II
RADT 401	Sonographic Physics and Instrumentation
RADT 402	Sonographic Procedures I: Abdomen and Small Parts
RADT 403	Clinical VI – Sonography
RADT 404	Clinical VII – Sonography
RADT 405	Sonographic Procedures II: Obstetrics and Gynecology
RADT 406	Introduction to Sonography and Sonographic Sectional Anatomy
RADT 407	Clinical VIII – Sonography
RADT 408	Clinical VIII – Sonography
RADT 483	Clinical X – Sonography
RADT 484	Clinical XI – Sonography
RADT 485	Clinical XII – Sonography
RADT 487	Vascular Sonography

These courses in combination with a professional registry/licensure will meet the American Registry of Diagnostic Medical Sonography requirements to sit for the national licensure exams in sonographic physics and general sonography (Physics/Instrumentation, Abdomen, OB/GYN, and Vascular).

Certificate – Sonography 26 Credit Hours

The prerequisites for the minor in sonography include the following courses: Biology 121 – Anatomy and Physiology, HP 115 – Medical Terminology, and Math 111 College Algebra or equivalent.

RADT 217	Patient Care Procedures II
RADT 401	Sonographic Physics and Instrumentation
RADT 402	Sonographic Procedures I: Abdomen and Small Parts
RADT 403	Clinical VI – Sonography

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

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

Course Descriptions

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

197 Introduction to Radiographic Positioning (1) This course includes general anatomy, terminology, imaging principles, and positioning principles. Positioning methods required for radiographic examinations of the chest and abdomen will be performed. One hour of lecture and one hour of lab activity each day. (Summer I)

198 Clinical Application of Radiology (1) A 10-week orientation to the hospital. Introduction to radiographic/fluoroscopic rooms, film processing, radiology office and files, hospital nursing units and ancillary departments. General radiographic positioning terminology and chest positioning is included in the first five week of the class. (Summer II and Summer III)

211 Introduction to Radiologic Technology (1) An introduction to the field of radiologic technology with reference to the duties and responsibilities of the radiographer, types of equipment used, and image production. Radiation protection, personnel, and organizational structure also are discussed. (Summer I)

212 Patient Care Procedures I (1) Provides the student with the concepts of basic nursing procedures in order to maintain patient care that is a continuous, smoothly integrated effort, with due regard to necessary diagnostic and therapeutic techniques. (Summer I)

213 Radiographic Exposure (4) Studies the principles of radiographic image formation with respect to the variables that affect contrast, density, recorded detail, distortion, radiographic facilities, equipment, chemicals, film, radiographic processing, radiographic artifacts, silver recovery systems, x-ray tubes, tube rating, tube cooling charts, control of secondary radiation, and radiographic grids. F

215 Clinical I (2) Supervised clinical education allowing students to apply knowledge and essential skills of radiographic positioning and exposure, with emphasis on examinations of the chest and abdomen. Correlates with RADT 213, 216, and 217. (16 hours/week). F

216 Radiographic Procedures I (4) A detailed study of the anatomy and positioning methods required for radiographic examinations of the chest and abdomen; urinary, gastrointestinal, and biliary systems; upper extremity and shoulder girdle; and lower extremity. One-and-a-half hours of lecture and one hour of lab activity each class day. F

217 Patient Care Procedures II (2) This course is a continuation of RADT 212. Topics include surgery; medical equipment; pharmacology for radiographers; emergency equipment; ostomy care; catheterization; critical care; enemas and venipuncture. F

218 Radiographic Procedures II (4) A detailed study of the anatomy and positioning methods required for radiographic examinations of the pelvis/hip, spine, ribs, sternum, sacrum, coccyx, SI joints, SC joints, cranium and facial bones. Two hours of lecture and one hour of lab activity each class day. Sp

221 Clinical II (3) A continuation of supervised clinical education. Emphasis on radiographic/fluoroscopic procedures and examinations of the extremities. Introduces special procedures and CT scanning. Correlates with RADT 218, and 222. (16 hours/week). Sp

222 Special Procedures (2) This course is an introduction to cardiovascular, neurological, and other specialized radiographic procedures and imaging equipment including tomography, fluoroscopy, and digital imaging. Sp

224 Advanced Imaging Equipment (2) This course is designed to establish a knowledge base in radiologic, fluoroscopic, mobile, tomographic, and ultrasound equipment requirements and design. Sp

225 Radiologic Physics (3) This course studies the physical principles underlying radiologic technology, with special attention given to the equipment required to generate x-rays, the nature and behavior of x-radiation, and the devices relevant to the practical applications of x-rays in diagnosis. F

285 Clinical III (4) A 12-week summer session permitting further development of radiographic/fluoroscopic procedures and clinical skills learned during the first year with continued emphasis on skeletal examinations and introduction to skull radiography. Introduction to second shift and weekends. (40 hours/week). Su

301 Sectional Anatomy (2) This course is a study of the regional and topographic anatomy of the various organ systems. The course includes basic cross-sectional anatomy where appropriate. Practical application of knowledge of anatomy will be related to radiographic examinations. F

325 Clinical IV (3) A continuation of supervised clinical education, this course continues to emphasize skeletal examinations and skull radiography. (24 hours/week) F

335 Radiation Biology (2) This course is designed to study the biological effects of radiation at atomic, molecular, cellular, and systemic levels. In addition, short- and long-term somatic and genetic effect, dose limits, and methods of radiation protection for the patient and the technologist are discussed. F

345 Radiographic Pathology (2) Studies the changes that occur with disease in the various systems of the body and the methods of examination and application to radiologic technology. Sp

365 Directed Study (1) This course emphasizes individualized study in the five major areas of diagnostic imaging which include radiation protection; radiographic equipment operation and maintenance; image production and evaluation; radiographic procedures; and patient care procedures. Sp

375 Clinical V (3) Final mastery of all clinical competencies with an introduction to night shift and alternate clinical environments. (30 hours/week). Sp

382 Radiographic Quality Control (2) An introduction to the concepts of quality control and quality assurance in the radiology department. Includes the study of quality assurance tests for radiographic machines and film processors. Sp

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

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

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

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

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

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

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

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

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

411 CT/MRI Physics and Instrumentation (4) This course provides the students with a detailed study of the computed tomography and magnetic resonance imaging physics and instrumentation information. Course topics include principles of operation, system components, image characteristics, image resolution, image quality, scan design for spiral computed tomography, nuclear magnetism, precession of nuclei, Larmor frequencies, production of the nuclear magnetic resonance sig-

nal, nuclear magnetic resonance pulses, nuclear magnetic resonance decay, production of the magnetic resonance image, magnetic resonance imaging equipment, image quality, image contrast, paramagnetic contrast agents, safety and biological hazards. F

413 Magnetic Resonance Imaging and Computed Tomography Procedures I (4) This course provides the students with a detailed study of the magnetic resonance imaging computed tomography procedures of the head and spine. F

414 Clinical VII – CT/MRI (3) This course provides the students with an introduction to the functions and basic procedures of magnetic resonance imaging and computed tomography. This course includes an overview of the field of MRI/CT, ethics, patient care, professional standards, and the clinical application of imaging skills of the following examinations: routine examinations of the head, skull, neck, cervical spine, thoracic spine, and lumbar spine. All MRI/CT procedures will be performed under the direct supervision of a registered MRI/CT technologist. F

415 Magnetic Resonance Imaging and Computed Tomography Procedures II (4) This course provides the students with a detailed study of the magnetic resonance imaging physics and computed tomography procedures of the thorax, abdomen, urogenital system, pelvis, hip, and knee. Sp

416 Clinical VIII – CT/MRI (3) This course provides the students with the introduction to the functions of magnetic resonance imaging and computed tomography. The students will perform the following routine examinations: the thorax, abdomen, pelvis, and knee. All MRI/CT procedures will be performed under the direct supervision of a registered MRI/CT technologist. Sp

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

424 Radiologic and Imaging Sciences Practicum I (3) This course will provide students with a practicum in clinical applications within general radiography and radiology management. The student will intern as an assistant clinical instructor or assistant radiologic manager in an accredited radiology clinical site. Concurrent with the clinical practicum the student will participate in classroom instruction or internet delivered instruction. Students will share knowledge with each other concerning positive experiences and difficulties they may have encountered in their clinical practicum. Students will be supervised by clinical instructors and departmental managers. F

425 Radiographic Critique (3) This course focuses on the general guidelines for radiographic critique. The student will critique radiographs on the following regions: chest and abdomen; upper and lower extremities; shoulder; pelvis and hip; cervical, thoracic, and lumbar vertebrae; ribs; and cranium. Sp

426 Radiologic and Imaging Sciences Practicum II (3) This course will provide students with a practicum in clinical education at an accredited clinical site. The student will intern as an assistant clinical instructor in a hospital setting. The educational experience will prepare students to become clinical instructors in a Joint Review Committee on Education in Radiologic Technology accredited clinical site. The focus of this course is on the development, instruction, and evaluation of radiologic technology lessons in the clinical environment. Concurrent with the clinical practicum the student will participate in classroom instruction or internet delivered instruction. Students will share knowledge with each other concerning positive

experiences and difficulties they may encounter in their clinical education practicum. Students will be supervised by clinical instructors. Sp

427 Radiology Department Information Systems (3) This course focuses on the most current radiology management systems and picture archival medical systems. Sp

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

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

485 Clinical XII – Sonography (2) This course provides the students with a practicum in all clinical applications within the specialties of abdomen, obstetrics/gynecology, and vascular sonography. The student sonographer will assume a more active role in assisting the practicing sonographer and performing sonographic examinations under direct supervision. Su

486 Clinical IX – CT/MRI (3) This course provides the students with the knowledge, theory, and proficiency in performing the following MRI/CT examinations: skull, head, sinuses, neck, cervical spine, thoracic spine, lumbar spine, pelvis, hip, and knee. Su

487 Introduction to Vascular Sonography (3) This course is designed to study the anatomy, concepts and procedures of vascular testing using high frequency ultrasound. F, Sp

Respiratory Therapy

This program prepares individuals to function effectively as entry-level respiratory therapists. Respiratory therapists work in a rapidly changing, fast-paced medical environment and possess advanced knowledge for the care and treatment of patients with cardiopulmonary deficiencies and diseases. Respiratory therapy is a health profession whose practitioners function in the diagnosis, treatment, management, and preventive care of patients with medical disorders such as asthma, emphysema, pneumonia, pulmonary edema, croup, bronchitis, and newborn and adult respiratory distress. These professionals utilize their specialized knowledge, clinical expertise, and interpersonal skills to care directly for patients. The respiratory therapist is proficient in the therapeutic use of medical gases, humidification, aerosols, artificial airways, mechanical ventilation, chest physiotherapy, and cardiopulmonary resuscitation.

To obtain required knowledge and skills needed for respiratory therapy, students must follow a prescribed sequence of academic and clinical courses. University Core Curriculum courses also are required for completion of degree requirements. All University Core Curriculum courses and most respiratory therapy (REST) courses are taught on campus. Clinical courses are con-

ducted at various clinical sites including Deaconess Hospital, St. Mary's Medical Center, Henderson Community Methodist Hospital, and Health South Tri-State Rehabilitation Hospital.

The program involves 24 months of continuous full-time study. To complete the program, students must pass all required University Core Curriculum courses, and maintain at least a C in all REST courses. University Core Curriculum courses may be completed on a part-time basis prior to entering the program, or they can be transferred from other approved institutions. Students interested in completing University Core Curriculum courses prior to entering the program or transferring credits should contact the program director.

An Associate of Science degree in Respiratory Therapy is awarded to students who successfully complete the program. Graduates are eligible to take the examinations (entry-level and registry) given by the National Board for Respiratory Care and become registered therapists (R.R.T.) upon successful completion of the credentialing process. Graduates also may pursue a Bachelor of Science degree in Health Services. The program is approved by the Committee on Accreditation for Respiratory Care, 1248 Harwood Road, Bedford, TX 76021, phone 817/283-2835 and the Commission on Accreditation of Allied Health Education Programs, 515 N. State Street, Suite 7530, Chicago, IL 60610, phone 312/464-5333.

Admission Requirements

Applicants must apply for admission to the University before being admitted to the respiratory therapy program. A separate application must be submitted for admission to the program. Application forms for the respiratory therapy program may be obtained from the School of Nursing and Health Professions or by calling 812/464-1702. The completed form must be submitted to the respiratory therapy program by April 1 of the year the student wishes to enter. Due to limited enrollment in this program, applicants are encouraged to apply as soon as possible. A complete set of official high school and any college/university transcripts must be included with the program application form.

Admission criteria include the following:

1. Combined SAT score of 900 (or comparable ACT);
2. Graduation in upper third of high school class, with a grade point average of 2.5 or above (4.0 system);
3. Completed respiratory therapy application accompanied by an official high school transcript;

4. High school courses that include algebra, chemistry, physics, anatomy and physiology. Courses in advanced sciences, math, and computer sciences also are recommended.

Students meeting academic requirements also must be in good health, eligible for respiratory therapy certification, and capable of fulfilling clinical practice requirements. Students who do not meet these criteria may ask for reconsideration or reevaluation following successful completion of selected science and other specified courses required for the respiratory therapy program. Students currently enrolled in an accredited college or university must submit an official transcript of grades with the application.

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

Respiratory Therapy Curriculum First Year

Fall Semester		
BIOL 121	Human Anat & Phys I	3
CHEM 107	Chemistry-Nonmajors	4
REST 101	*Respiratory Therapy Procedures I	2
REST 103	*Respiratory Therapy Procedures III	2
REST 116	*Respiratory Care I	2
REST 291	*Clinical Practice of REST 101 and REST 103	<u>2</u>
		15
Spring Semester		
BIOL 122	Human Anat & Phys II	3
HP 315	Pharmacology & Therapeutics	3
PSY 201	Intro to Psychology	3
REST 102	*Respiratory Therapy Procedures II	2
REST 104	*Respiratory Therapy Procedures IV	4
REST 122	*Resp Physiology II	1
REST 126	*Respiratory Care II	1
REST 292	*Clin Practice of REST 102 and REST 104	<u>1</u>
		18
Summer Session		
PHYS 101	Intro to Physical Sciences	3
ENG 101	Rhetoric & Composition I	3
REST 205	*Respiratory Therapy Procedures V	1
REST 206	*Respiratory Therapy Procedures VI	3
REST 293	*Clinical Practice of Resp Procedures	<u>1</u>
		11

Second Year

Fall Semester		
MATH 108	Survey of Mathematics	4
	or	
MATH 111	College Algebra	
NUTR 376	Principles/Appl in Nutrition	3
REST 214	*Pulmonary Disease I	3
REST 230	*Ethics & Administr	1
REST 294	*Clinical Practice I	<u>3</u>
		14
Spring Semester		
BIOL 272	Medical Microbiology	3
REST 222	*Resp Pathophys II	1
REST 224	*Pulmonary Disease II	1
REST 261	*Clinical Applic I	3
REST 262	*Clinical Applic II	2
REST 263	*Clinical Applic III	2
REST 295	*Clinical Pract II	<u>1</u>
		13
Summer Session		
REST 391	*Clinical Pract III	3

NOTE: REST 205, 206, 293, 391 are 10-week clinical courses beginning the second summer session.

*Designates courses in which students must earn a grade of C or better.

Course Descriptions

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

101 Respiratory Therapy Procedures I (2) This course includes introductory topics pertinent to entering the respiratory care profession e.g. patient assessment, basic modes of care, specific medical terminology, and general patient care. F

102 Respiratory Therapy Procedures II (2) Emphasizes procedure, techniques, and equipment utilized in airway management and resuscitation. Correlates with Respiratory Therapy 101. Sp

103 Respiratory Therapy Procedures III (2) Emphasizes procedure, techniques, and equipment utilized in humidification and aerosol therapy. Correlates with Respiratory Therapy 101 and 102. F

104 Respiratory Therapy Procedures IV (4) Emphasizes procedures, techniques, and equipment utilized in ventilation assistance and control, volume ventilation, and long-term ventilation. Correlates with Respiratory Therapy 101, 102, and 103. Sp

116 Respiratory Care I (2) Introduces the student to the scientific basis of respiratory care, including the study of the anatomy of the normal lung, gas exchange mechanisms, and interpretation and clinical application of arterial blood gases. F

122 Respiratory Physiology II (1) Provides the student with additional information regarding lung physiology. Sp

126 Respiratory Care II (1) Studies infectious diseases, the physiologic basis of mechanical ventilation, and introduces the student to physical diagnosis. Correlates with Respiratory Care 116. Sp

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

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

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

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

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

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

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

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

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

291 Clinical Practice Of Respiratory Therapy Procedures I And III (2) Practical study of the theory and practice of respiratory therapy and the treatment of respiratory diseases. Includes seminar discussions of client problems relevant to respiratory care. F

292 Clinical Practice Of Respiratory Therapy Procedures II And IV (1) Continuation of Respiratory Therapy 291. Sp

293 Clinical Practice Of Respiratory Therapy Procedures V And VI (1) Continuation of Respiratory Therapy 291. Su

294 Clinical Practice Of Respiratory Therapy I (3) Provides experience in the clinical application of respiratory care in the critical care setting. Students also gain experience in other areas of the hospital including the OR, ER, and special care areas. F

295 Clinical Practice Of Respiratory Therapy II (1) Continuation of Respiratory Therapy 294. Sp

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

POTT SCHOOL OF SCIENCE AND ENGINEERING

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

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

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

Kathy Rodgers, Ph.D., *Chair, Department of Mathematics*

Marie G. Hankins, Ph.D., *Chair, Department of Chemistry*

Paul K. Doss, Ph.D., *Chair, Department of Geology
and Physics*

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

The Pott School of Science and Engineering consists of five academic departments: biology, chemistry, engineering, geology and physics, and mathematics. Through its departments, the school offers coursework leading to baccalaureate degrees with majors in the following areas: biology, biophysics, chemistry, engineering, geology, industrial supervision, and mathematics. Minor programs are available in most areas listed as majors and in other science-related areas as well, as noted elsewhere in this bulletin. All majors in school programs are assigned faculty advisors who assist with individual planning of each student's course of study and offer career counseling.

Students who aspire to professional careers requiring additional training beyond the bachelor's degree usually major in biology or chemistry though other majors are possible. Pre-professional curricula (which are not themselves majors) are available in the following areas:

Pre-Dentistry

Pre-Forestry

Pre-Medical Technology

Pre-Medicine

Pre-Optometry

Pre-Osteopathy

Pre-Pharmacy

Pre-Physical Therapy

Pre-Physician Assistant

Pre-Podiatry

Pre-Veterinary

Students seeking careers as science teachers at the secondary level select the science teaching major offered by the school. This major includes the science/mathematics content courses along with professional education courses offered through the Bower-Suhrheinrich School of Education and Human Services. Specific teacher certification requirements are given elsewhere in this bulletin.

In addition to coursework for its majors and minors, the Pott School of Science and Engineering offers many courses in science and mathematics that students in all majors take to fulfill requirements of the University Core Curriculum, as explained elsewhere.

In keeping with its philosophy that students learn science and engineering best by *doing* science and engineering, the School offers most of its courses (except mathematics courses) as laboratory-intensive experiences.

Biology

The biology curriculum is based on the premise that a biologist, regardless of professional goals, must demonstrate a high degree of competence in several areas of biology. These areas include anatomy, developmental biology, molecular biology, ecology, evolution, genetics, microbiology, physiology, and taxonomy. In order to achieve maximum benefits from these areas, a thorough knowledge of chemistry, physics, and mathematics is imperative.

Whether a student plans to complete a liberal arts degree and enter graduate school, teach, attend a professional school, or otherwise pursue a career in biology, the same basic biology curriculum is followed. Science teaching majors also may have primary or supporting areas in biology or a minor in biology.

Curricula, which have proven to be highly successful, also are offered in pre-dentistry, pre-forestry, pre-medical technology, pre-medicine, pre-optometry, pre-osteopathy, pre-pharmacy, pre-physical therapy, pre-physician assistant, pre-podiatry, and pre-veterinary science. Students interested in these pre-professional curricula should contact the biology department chair for complete details.

Curricula

The biology program offers one general curriculum for the B.S. or the B.A. degree. Candidates for either degree must successfully complete the University requirements of a minimum of 124 semester hours of credit, including 50 hours of University Core Curriculum course work and the requirements of the biology department. The B.A. degree in biology is granted upon completion of 12 hours of a single foreign language, in addition to the requirements for the B.S. degree. A minor is not required for either the B.A. or B.S. degree in biology.

Major-Biology, B.S. or B.A.**45 semester hours**

Required courses: 141-Principles of Biology, 4 hrs.; 151-Botany, 3 hrs., 152-Zoology, 3 hrs., 215-Ecology, 3 hrs.; 333-Principles of Physiology, 4 hrs. or 336-Plant Physiology, 4 hrs.; 334-Cell Biology, 3 hrs.; 382-Genetics, 4 hrs.; 481-Organic Evolution, 3 hrs.

Elective courses: 18 hours selected from the offerings in biology as directed by advisor. Normally not more than four hours of 491 and 492 will apply toward the major. Required prerequisites include MATH 115, 3 hrs., 118, 5 hrs., 241, 3 hrs., or 230, 4 hrs.; PHYS 175/205, 4/5 hrs., 176/206, 4/5 hrs.; CHEM 261, 4 hrs., 262, 4 hrs., and 353/354, 8 hrs.; or 241/321, 7 hrs.

Minor-Biology**25 semester hours**

Required courses: 141-Principles of Biology, 4 hrs., 151-Botany, 3 hrs., 152-Zoology, 3 hrs., 215-Ecology, 3 hrs.

Elective courses: 12 hours as directed by advisor selected from biology courses numbered 200 and above.

Minor-Environmental Biology**25 semester hours**

Required courses: 141-Principles of Biology, 4 hrs., 151-Botany, 3 hrs.; 152-Zoology, 3 hrs., 215-Ecology, 3 hrs.

Elective courses: 12 hours as directed by advisor selected from the following: 305-Aquatic Biology, 4 hrs.; 251-Environmental Conservation, 3 hrs.; 341-Mycology, 4 hrs.; 361-Plant Anatomy and Taxonomy, 4 hrs.; 308-Vertebrate Biology, 4 hrs.; 321-Invertebrate Zoology-4 hrs.; 451-General Ecology, 4 hrs.; GEOL 214-Meteorology, 3 hrs.; GEOL 233-Environmental Geology, 3 hrs.; GEOL 468-Oceanography, 3 hrs.; CHEM 341-Environmental Chemistry, 3 hrs.; CHEM 421-Instrumental Methods of Analysis, 3 hrs.

Biology/Life Sciences (Teacher Certification)

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

Single Licensure Option

BIOL 121 Human Anatomy and Physiology I (3)
BIOL 122 Human Anatomy and Physiology II (3)

BIOL 141 Principles of Biology (4)
BIOL 151 Botany (3)
BIOL 152 Zoology (3)
BIOL 215 Ecology (3)
BIOL 334 Cell Biology (3)
BIOL 375 Microbiology (3)
BIOL 376 Laboratory in Microbiology (2)
BIOL 382 Genetics (4)
BIOL 481 Organic Evolution (3)
BIOL 490 Undergraduate Teaching (2)
TOTAL = 36

Dual Licensure Option

BIOL 141 Principles of Biology (4)
BIOL 151 Botany (3)
BIOL 152 Zoology (3)
BIOL 215 Ecology (3)
BIOL 272 Medical Microbiology (3)
BIOL 334 Cell Biology (3)
BIOL 382 Genetics (4)
BIOL 481 Organic Evolution (3)
BIOL 490 Undergraduate Teaching (1)
TOTAL = 27

Course Descriptions

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

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory. (1 credit hour of lab usually equals 2 contact hours.)

105 Biology of Human Concern (3) General concepts in the life sciences, stressing those fundamental to life processes and of human concern. This course is not for biology majors and minors. (2-1) F, Sp, Su

111 Ethnobotany (3) An examination of human uses of plants and the cultural/societal origins of usage. Plants for medicine and health, food, beverage, protection, aesthetics, and recreation will be discussed. Basic concepts in cell biology, genetics, plant taxonomy/identification, plant anatomy, and plant physiology typical of Introductory Biology for non-majors will be covered. Students also will become familiar with the scientific method. Students may take for credit either BIOL 111 or BIOL 112. Does not apply toward a major or minor in biology. No pre-req. (3-0) Sp

112 Ethnobotany with Lab (4) Examination of human uses of plants and the cultural/societal origins of usage. Plants for medicine and health, food, beverage, protection, aesthetics, and recreation will be discussed. Basic concepts in cell biology, genetics, plant taxonomy/identification, plant anatomy, and plant physiology typical of Introductory Biology for non-majors courses will be covered. Through the lab, students will gain experience that will reinforce concepts from lecture. Students will work through the scientific method

and use some of the basic tools used in the study of science. Students may take for credit either BIOL 111 or BIOL 112. There will be opportunities for students to work through open-ended laboratory experiences. Does not apply toward a major or minor in biology. No prereq. (3-1) Sp

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

121 Human Anatomy and Physiology I (3) An introduction to biological and chemical principles as they apply to the human body. Lectures and laboratory work will cover cellular anatomy and physiology, tissues, and the following systems: integumentary, skeletal, muscular, nervous, and endocrine. (2-1) Prereq: college chemistry strongly recommended or concurrent. F, Sp, Su

122 Human Anatomy and Physiology II (3) A continuation of BIOL 121 consisting of lectures and laboratory work concerning the following systems: respiratory, cardiovascular, lymphatic, digestive, excretory, and reproductive. (2-1) Prereq: BIOL 121 required. F, Sp, Su

141 Principles of Biology (4) An introductory survey of the fundamental characteristics and processes of living organisms, including cell structure and function, energetics, genetics, development, evolution, and ecology. Laboratories include both didactic and investigative explorations of these processes. (3-1) F, Sp, Su

151 Botany (3) Fundamentals of plant structure and function are explored in the context of plant diversity and evolution. Consideration is given to variation in plant morphological and physiological strategies for life in a different environment. A course for majors and minors in biology. (2-1) Prereq: BIOL 141. F, Sp

152 Zoology (3) A survey of the adaptations and taxonomic relationships of the major animal phyla with emphasis on evolutionary trends. Primarily for majors and minors in biology. (2-1) Prereq: BIOL 141. F, Sp

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

208 Wildlife Biology (3) The course will address basic principles of wildlife ecology and their application in the management of wildlife populations. Topics include population growth, censusing, food habits, predation, harvesting, disease, exotic and endangered species, captive animal management, and conservation. Laboratories will include indoor and outdoor exercises in sampling, habitat evaluation, censusing, and wildlife observation. (2-1) F, alternate years.

215 Ecology (3) Introductory survey of the nature and importance of the interactions between organisms and their abiotic and biotic envi-

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

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

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

251 Environmental Conservation (3) This course is designed to introduce students to the basic scientific principles needed to understand the interdisciplinary and multinational (multicultural) nature of environmental issues and concerns. Through a series of lectures, discussions, and videotapes the student will be introduced to environmental issues from scientific viewpoints as well as political, economic, social, and philosophical realms. (3-0) F, Sp, Su

272 Medical Microbiology (3) Structure, physiology, and general characteristics of medically important microorganisms. Included will be a study of host defense mechanisms, infections of human systems, control of infection, and development of microbiological techniques. Primarily for students in nursing, dental hygiene, and respiratory therapy. (2-1) Prereq: one college chemistry course and one college course in human anatomy and/or physiology. F, Sp

282 Heredity and Society (3) Introduction to the principles of human heredity, nature, and expression of genetic material. The medical and social implications of genetics are explored. Biology majors may not enroll. Prereq: BIOL 105 and chemistry recommended. (3-0) F

285 Animal Behavior (3) Using biological studies augmented with video clips, the diversity of animal behavior will be explored in the contexts of genetics, environment, ecology, and evolution. Throughout the course, the process of science will be emphasized as a way to understand animal behavior.

305 Aquatic Biology (4) Dimensions of the physical, chemical, and biological factors of lakes, streams, and estuaries; including the study of benthos and vertebrates with emphasis on identification, classification, anatomy, physiology, and ecology. Indiana species will be emphasized but other important species will be included. Laboratory will be devoted to exploring techniques for evaluation of various aquatic parameters and the identification of organisms. (3-1) Prereq: BIOL 151 and BIOL 152. Sp

308 Vertebrate Biology (4) Lecture, laboratory, and field work on vertebrates; including identification, morphology, natural history, and evolution. (3-1) Prereq: BIOL 152 or consent of instructor. Sp

321 Invertebrate Zoology (4) Study of the natural history, classification, adaptation, life cycles, physiology, and anatomy of invertebrate animals. (3-1) Prereq: BIOL 152 or consent of instructor. On demand.

333 Animal Physiology (4) An in-depth systems approach will be used to study physiological processes in vertebrate animals with an

emphasis on mammals. The course will focus heavily on cellular and molecular mechanisms. Laboratories will include the use of living tissues for the purpose of demonstrating concepts covered in the lecture portion of the course. (2-2) Prereq: BIOL 152, CHEM 241 or 353 or concurrently, or consent of instructor. F, Sp

334 Cell Biology (3) An examination of the organization, functions, properties, and processes of eukaryotic cells, with selected comparisons to prokaryotic cells. Topics include the structure, flow, and expression of genetic information; the cell cycle; cellular energetics; membrane structure and function including cell signaling and transport; cell compartments and molecular trafficking; and the cytoskeleton and extra cellular structures. (3-0) Prereq: BIOL 141 and CHEM 241 or 353. F, Sp

335 Mechanisms of Pathophysiology (3) A systems approach will be utilized to understand underlying mechanisms of the disease process and how these mechanisms relate to and cause overt signs and symptoms. The content will emphasize normal homeostatic controlling mechanisms, how pathophysiological mechanisms disturb homeostasis and cause dysfunction. (3-0) Prereq: one course in college physiology, BIOL 334, and one course in college chemistry or consent of instructor. Sp

336 Plant Physiology (4) The course probes the major questions of plant physiologic and biochemical function at the sub cellular, cellular, tissue, and whole-plant levels of organization. Attention also is paid to the role of plant physiological response to the biotic and abiotic environment. Lecture areas include photobiology, carbon balance, transport processes, mineral nutrition and biochemical defense; laboratory investigations will combine classic demonstrations of plant physiological principles with modern and investigative studies. Prereq: BIOL 151. Co-requisite: Chemistry 241 or 353 or consent of instructor. Sp

341 Mycology (4) Comparative study of the major groups of fungi. Survey will include morphological, ecological, and taxonomic aspects of plant parasitic, mycorrhizal, human pathogenic, and saprophytic fungi. Laboratory work will include local field trips, specimen identification, and experience in culturing various types of fungi. (2-2). Prereq: BIOL 151 or consent of instructor. F, alternate years.

342 Comparative Chordate Anatomy (4) Lecture and laboratory studies of the functional morphology of chordates, with emphasis on the concept of homology. (2-2) Prereq: BIOL 152. F

361 Plant Anatomy and Taxonomy (4) Studies on the variation within, and the relationships among selected orders and families of vascular plants represented in the Indiana flora. Microanatomy of plants will be emphasized. (1.5-2.5) Prereq: BIOL 151. F, alternate years.

371 Tropical Biology (3) An extensive course designed to acquaint the student with natural biological interactions in aquatic and terrestrial environments. The course consists of a period of field study in an area remote from the local campus. Orientation prior to and following course. Prereq: BIOL 151 and 152 or consent of instructor. S

375 Microbiology (3) The structure, physiology, identification, and significance of bacteria including an introduction to related organisms and immunology. (3-0) Prereq: BIOL 152, CHEM 241 or 353; and BIOL 376 concurrently. F

376 Laboratory in Microbiology (2) Principles and laboratory techniques used in the isolation, cultivation, and identification of bacteria. Techniques in virology and immunology will be introduced. Prereq: BIOL 375 concurrently. (0-2) F

378 Virology (3) A survey of the structural mechanisms of replication and pathogenic mechanisms of bacterial, plant, insect, and animal viruses. Prereq: BIOL 272 or 334 or consent of instructor. F

382 Genetics (4) The cellular and molecular basis of gene transmission, expression, interaction, mutation, mapping, and regulation. Includes laboratory investigations using molecular and classical techniques. (3-1) Prereq: BIOL 334 and CHEM 241 or 353. BIOL 375 recommended. F, Sp

422 Immunology (3) An introduction to the concepts and applications of immunology. The course emphasizes the structure, function, regulation, and development of the immune system. Immunopathology is included. (3-0) Prereq: BIOL 334 or consent of instructor. Sp

431 General Endocrinology (3) The glands of internal secretion, including their structure, biochemistry, and physiology. (3-0) Prereq: BIOL 333; CHEM 241 or 354 recommended. F

434 Macromolecules and Metabolism (4) Biological molecules, enzymology, intermediary metabolism, and regulation of biochemical processes from a functional context. The cellular and molecular basis of selected diseases and treatment are included. (4-0) Prereq: CHEM 241 or 354; BIOL 334. F

436 Molecular Biology Techniques (4) A project-oriented laboratory course focusing on the expression and analysis of nucleic acids using molecular biology techniques. Techniques will include nucleic acid isolation; restriction mapping; subcloning; gene library construction and screening; Southern, Northern, and Western analysis; PCR; DNA sequencing and analysis; and site-directed mutagenesis. (2-2) Prereq: CHEM 354 or 241, BIOL 334, or consent of instructor. On demand.

442 Histology (4) This course consists of in-depth studies dealing with microscopic structures of principal animal tissues. (2-2) Prereq: BIOL 152. F

451 Advanced Ecology (4) This course will cover advanced topics in ecology as determined by the interest of the instructor. Potential topics include behavioral ecology, microbial ecology, physiological ecology, and population ecology. Laboratories will provide opportunities to collect and analyze data germane to lecture topics. (3-1) Prereq: BIOL 215, or consent of instructor. F

461 Developmental Biology (4) An introduction to the cellular and molecular processes underlying the development of vertebrates and other organisms, with emphasis on morphogenesis, pattern formation, and gene action in development. Laboratory exercises include both classical and embryological and modern molecular techniques. (3-1) Prereq: BIOL 334, 382. Sp

465 Plant Growth and Development (4) An examination of plant growth and development. Factors that affect development of the plant will be studied. The role of growth regulators, the environment, and genetics in plant growth regulation will be emphasized. The laboratory will have a strong investigative component. (3-1) Prereq: BIOL 151, 382 or consent of instructor (alternate years).

481 Organic Evolution (3) A discussion of the science of evolution and how evolutionary theory can explain the diversity of life on earth. Topics include evidence for macroevolution, the history of evolutionary thought, adaptation, population genetics, speciation, and human evolution. (3-0) Prereq: BIOL 215; junior status in science or consent of instructor. F, Sp

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

490 Undergraduate Teaching (1) A course designed to give practical experience to biology majors in teaching a laboratory class. Duties involve preparation and set-up prior to class and answering student questions during the laboratory session. Design and administration of laboratory tests will be a component of preparation. Hours do not apply to the University Core Curriculum or the biology major. Prereq: consent of department chair. F, Sp, S

491 Special Topics in Biology (1-4) A course for biology majors in which special topics are considered in an individual or seminar format. Consent of instructor required. F, Sp, S

492 Special Problems in Biology (1-3) Course consists of individual undergraduate research in an area of common interest to student and instructor. Consent of instructor required. F, Sp, S

493 Biology Colloquium (2) This course will train students with research results to communicate those results to the scientific community as professionals. The focus of the course will be on rapid communication methods used in professional conferences and meetings. Oral and poster presentation methods will be covered. The culmination of this course will be a colloquium in which student participants will present their research to the biology department and the university at large. (2-0) Prereq: BIOL 492 or prerequisite.

495 Senior Seminar in Biology (1) A seminar course in selected topics of current biological interest. Consent of instructor required. On demand.

Pre-Professional Areas

Pre-professional curricula are tailored to the student's previous background and experience. Specific information about these curricula can be obtained from the chair of the Department of Biology. Biology majors enrolled in these curricula are assigned advisors in the Department of Biology.

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

Medical Technology Curriculum

The medical technology curriculum consists of three years (approximately 100 hours) of pre-professional courses at the University plus, upon competitive acceptance, one year (12 months) of professional course work and clinical experience in an accredited medical tech-

nology program. Upon acceptance into and successful completion of the professional year, the University confers a baccalaureate degree and the student is eligible to take the national American Society of Clinical Pathology (ASCP) board exam. A student choosing not to apply to the professional program or who is not admitted to the program may complete a biology major for the baccalaureate degree. The University has an affiliation with Good Samaritan Hospital, Vincennes, Indiana, and Owensboro Mercy Health System, Owensboro, Kentucky.

Students who have completed a baccalaureate degree and pre-medical technology prerequisites can apply to any accredited medical technology program in the country. There are approximately five in Indiana.

Pre-professional required courses: BIOL 141-Principles of Biology, 4 hrs.; 151-Botany, 3 hrs.; 152-Zoology, 3 hrs.; 215-Ecology, 3 hrs.; 333-Principles in Physiology, 4 hrs.; 334-Cell Biology, 3 hrs.; 375-Microbiology, 3 hrs.; 376-Laboratory in Microbiology, 2 hrs.; 382-Genetics, 4 hrs.; 422-Immunology, 3 hrs.; 481-Organic Evolution, 3 hrs.; CHEM 261-General Chemistry I, 4 hrs.; 262-General Chemistry II, 4 hrs.; either 353-Organic Chemistry I, 4 hrs., 354-Organic Chemistry II, 4 hrs., or 241-Organic Biochemistry and 321-Quantitative Analysis I, 3 hrs.; MATH 230 or 241, 3 or 4 hrs.; PHYS 175-General Physics I, 4 hrs.; 176-General Physics II, 4 hrs.; Psychology 201-Introduction to Psychology, 3 hrs.; plus approximately 32 hours of accredited medical technology courses. Students must complete the University Core Curriculum requirements for graduation. Recommended courses: BIOL 335, 431, or 434, Computer Information Systems 151.

Elective courses: Sufficient courses to meet requirements for graduation.

Chemistry

Chemistry serves not only the students who wish to prepare themselves for industrial work or graduate study in chemistry, but also those who wish to satisfy the science requirements in the University Core Curriculum for the baccalaureate degree; to meet pre-professional requirements in many fields such as medicine, dentistry, engineering, pharmacy, and nursing; or to fulfill the requirements in chemistry for certification as secondary school teachers in the state of Indiana. Professional and pre-professional programs are designed to develop a strong background in the basic areas of chemistry.

Curricula

With the addition of 50 semester hours in the University Core Curriculum, the following curriculum comprises a four-year pattern. Students are encouraged to demonstrate a second-year foreign language competency.

Major (Industrial-Graduate Study) ACS Approved Degree

47 semester hours

Required courses: 118-Freshman Chemistry Seminar I, 0.5 hrs.; 119-Freshman Chemistry Seminar II, 0.5 hrs.; 218-Sophomore Chemistry Seminar I, 0.5 hrs.; 219-Sophomore Chemistry Seminar II, 0.5 hrs.; 261-General Chemistry I, 4 hrs.; 262-General Chemistry II, 4 hrs.; 318-Junior Chemistry Seminar I, 0.5 hrs.; 319-Junior Chemistry Seminar II, 0.5 hrs.; 321-Quantitative Analysis, 3 hrs.; 353-Organic Chemistry I, 4 hrs.; 354-Organic Chemistry II, 4 hrs.; 418-Senior Chemistry Seminar I, 0.5 hrs.; 419-Senior Chemistry Seminar II, 0.5 hrs.; 421-Instrumental Methods of Analysis I, 3 hrs.; 422-Instrumental Methods of Analysis II, 3 hrs.; 431-Biochemistry I, 4 hrs.; 441-Inorganic Chemistry, 4 hrs.; 461-Physical Chemistry I, 4 hrs.; 462-Physical Chemistry II, 4 hrs.; 499-Introduction to Research in Chemistry, 2 hrs.

NOTE: Additional electives in chemistry are recommended. Each student will complete the requirements for the major by taking courses which will best benefit individual needs as determined by counsel with an advisor.

Other required courses include: MATH 230-4 hrs.; MATH 330-4 hrs.; PHYS 205-5 hrs.; PHYS 206-5 hrs.; BIOL 141-4 hrs.; BIOL 334-3 hrs.

Major (Pre-Professional, Medical, Dental, Teaching, etc.) Non ACS Approved Degree

42 semester hours

Required courses: 118-Freshman Chemistry Seminar I, 0.5 hrs.; 119-Freshman Chemistry Seminar II, 0.5 hrs.; 218-Sophomore Chemistry Seminar I, 0.5 hrs.; 219-Sophomore Chemistry Seminar II, 0.5 hrs.; 261-General Chemistry I, 4 hrs.; 262-General Chemistry II, 4 hrs.; 318-Junior Chemistry Seminar I, 0.5 hrs.; 319-Junior Chemistry Seminar II, 0.5 hrs.; 321-Quantitative Analysis, 3 hrs.; 353-Organic Chemistry I, 4 hrs.; 354-Organic Chemistry II, 4 hrs.; 418-Senior Chemistry Seminar I, 0.5 hrs.; 419-Senior Chemistry Seminar II, 0.5 hrs.; 421-Instrumental Methods of Analysis I, 3 hrs.; 422-Instrumental Methods of Analysis II, 3 hrs.; 461-Physical Chemistry I, 4 hrs.; 499-Introduction to Research in Chemistry, 2 hrs.

One course from: 431-Biochemistry I, 4 hrs.; 441-Inorganic Chemistry, 4 hrs.; 462-Physical Chemistry II, 4 hrs.

One course from: 341-Environmental Chemistry, 3 hrs.; 351-Polymer Chemistry, 3 hrs.; 432-Biochemistry II, 4 hrs.; 453-Advanced Organic Chemistry, 3 hrs.

Other required courses include: MATH 230, 4 hrs.; MATH 330, 4 hrs.; PHYS 205, 5 hrs.; PHYS 206, 5 hrs.

Major (Environmental Emphasis) Non ACS Approved Degree

41 semester hours

Required courses: 118-Freshman Chemistry Seminar I, 0.5 hrs.; 119-Freshman Chemistry Seminar II, 0.5 hrs.; 218-Sophomore Chemistry Seminar I, 0.5 hrs.; 219-Sophomore Chemistry Seminar II, 0.5 hrs.; 261-General Chemistry I, 4 hrs.; 262-General Chemistry II and Qualitative Analysis, 4 hrs.; 318-Junior Chemistry Seminar I, 0.5 hrs.; 319-Junior Chemistry Seminar II, 0.5 hrs.; 321-Quantitative Analysis, 3 hrs.; 341-Environmental Chemistry, 3 hrs.; 353-Organic Chemistry I, 4 hrs.; 354-Organic Chemistry II, 4 hrs.; 418-Senior Chemistry Seminar I, 0.5 hrs.; 419-Senior Chemistry Seminar II, 0.5 hrs.; 421-Instrumental Methods of Analysis I, 3 hrs.; 422-Instrumental Methods of Analysis II, 3 hrs.; 461-Physical Chemistry I, 4 hrs.; 499-Introduction to Research in Chemistry, 2 hrs.

One course from: 431-Biochemistry I, 4 hrs.; 441-Inorganic Chemistry, 4 hrs.; 462-Physical Chemistry II, 4 hrs.; 351-Polymer Chemistry, 3 hrs.; 453-Advanced Organic Chemistry, 3 hrs.

Other required courses may include: MATH 230, 4 hrs.; MATH 330, 4 hrs.; PHYS 205, 5 hrs.; PHYS 206, 5 hrs.; GEOL 161, 4 hrs.; GEOL 162, 4 hrs.; GEOL 341, 3 hrs.; and GEOL 481, 4 hrs.; BIOL 141, 3 hrs.; BIOL 151, 3 hrs.; BIOL 152, 3 hrs.; BIOL 215, 3 hrs.; and BIOL 251, 3 hrs.

Minor

26 semester hours

Required courses: 261-General Chemistry I, 4 hrs.; 262-General Chemistry II, 4 hrs.; 353-Organic Chemistry I, 4 hrs.; 354-Organic Chemistry II, 4 hrs.; 321-Quantitative Analysis, 3 hrs.; 421-Instrumental Methods of Analysis I, 3 hrs.

Elective courses: Selected electives from chemistry offerings as directed by advisor to bring total hours to 26 hours.

Chemistry (Teacher Certification)

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

Single Licensure Option

CHEM 261	General Chemistry I (4)
CHEM 262	General Chemistry II (4)
CHEM 353	Organic Chemistry I (4)
CHEM 354	Organic Chemistry II (4)
CHEM 321	Quantitative Analysis (3)
CHEM 341	Environmental Chemistry (3)
CHEM 421	Instrumental Methods of Analysis I (3)
CHEM 441	Inorganic Chemistry (3)
CHEM 461	Physical Chemistry I (4)
CHEM 118/119	Freshman Chemistry Seminar I & II (1)
CHEM 218/219	Sophomore Chemistry Seminar I & II (1)
CHEM 318/319	Junior Chemistry Seminar I & II (1)
CHEM 418/419	Senior Chemistry Seminar I and II (1)
CHEM 499	Research (2)
TOTAL = 38	

Dual Licensure Option

CHEM 261	General Chemistry I (4)
CHEM 262	General Chemistry II (4)
CHEM 353	Organic Chemistry I (4)
CHEM 321	Quantitative Analysis (3)
CHEM 341	Environmental Chemistry (3)
CHEM 499	Research (2)
CHEM 118/119	Freshman Chemistry Seminar I & II (1)
CHEM 218/219	Sophomore Chemistry Seminar I & II (1)
CHEM 318/319	Junior Chemistry Seminar I & II (1)
CHEM Elective	(3/4)
TOTAL = 26/27	

Course Descriptions

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

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

NOTE: Students may enroll in Chemistry 103 or 107, but not both, for University Core Curriculum credit in science.

103 Molecules, Matter, and Me (3) This introductory chemistry class is designed to give knowledge and understanding of selected important facts and principles of chemistry. Topics such as nuclear energy, radiation, global warming, and ozone depletion are investigated. (3-0) F, Sp, Su

107 Elements in Everyday Chemistry (4) An introductory chemistry course that uses selected important facts and principles to explain interesting phenomena such as global warming, ozone depletion, nuclear energy, acid rain, etc. A laboratory experience enhances the understanding of chemistry. (3-1) F, Sp, Su

118/119 Freshman Chemistry Seminar I and II (1) This two-semester sequence is an introduction to chemical literature and career information. Students will conduct literature searches and prepare outlines, summaries, and reports on various topics. 118 F and 119 Sp.

141 Principles of Chemistry (4) Selected principles and applications of inorganic, physical, organic, and biochemistry with laboratory experiments illustrating the principles covered. Prereq: working knowledge of algebra. (3-1) F, Sp, Su

175 Survey of Chemical Concepts (4) A broad introduction to chemical concepts selected to enhance the background of beginning science majors. Prereq: high school chemistry or consent of instructor. (3-1) F

218/219 Sophomore Chemistry Seminar I and II (1) This two-semester sequence is a continuation of CHEM 118/119. A more in-depth study of the chemical literature will be presented. Seminar speakers will provide expertise in a variety of chemical disciplines. Students will be responsible for minor presentations in addition to preparation of summaries and reports on various topics. Prereq: CHEM 119, 218 F, and 219 Sp.

241 Organic/Biochemistry Principles (4) The major emphasis is on introductory principles of organic and biochemistry. Prereq: CHEM 261 and CHEM 262 or equivalent. (4-0) Sp

261 General Chemistry I (4) A systematic study of the essential nomenclature, hypotheses, theories, and laws of chemistry necessary for chemistry majors and minors. Some of the topics presented in the course include stoichiometry, atomic structure, thermochemistry, solutions, crystal structure, and gas laws. Prereq: MATH 111 or 118 or CHEM 175 or consent of instructor. (3-1) F, Sp, Su

262 General Chemistry II (4) A continuation of CHEM 261 with some laboratory work in qualitative analysis. Some of the topics presented include kinetics, equilibrium, ionic equilibrium, thermodynamics, electrochemistry, nuclear and organic chemistry. Prereq: CHEM 261 or equivalent. (3-1) F, Sp, Su

318/319 Junior Chemistry Seminar I and II (1) Students will use online data bases such as Dialog, Scifinder, and STN to research chemistry literature and patents in order to prepare scientific manuscripts, posters, and seminars. In addition students will attend seminars by outside professionals and write reports on presentations. Prereq: CHEM 219; 318, 318 F and 319 Sp.

321 Quantitative Analysis (3) The principles and techniques of gravimetric, volumetric, spectrophotometric, and electrochemical analysis are developed in lecture and laboratory. Prereq: CHEM 262 or consent of instructor. (2-1) Sp, Su

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

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

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

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

418/419 Senior Chemistry Seminar I and II (1) A continuation of CHEM 318/319. In addition, students will prepare resumes and applications and learn about selecting a graduate or professional school and interviewing skills. Prereq: CHEM 319, 418, 418 F and 419 Sp.

421 Instrumental Methods of Analysis I (3) This course introduces students to the instruments and techniques currently used for chemical analysis. CHEM 421 emphasizes spectrophotometric methods and chromatographic methods of analysis. Laboratory work provides students with experience using the instrumental techniques described in this course. Prereq: CHEM 321, 354, and PHYS 206. (2-1) F

422 Instrumental Methods of Analysis II (3) CHEM 422 is a continuation of Instrumental Methods of Analysis I with an emphasis on electronics, electrochemical analysis, mass spectrometry, and advanced instrumental methods. Laboratory work provides students with experience using the instrumental techniques described in this course. Prereq: CHEM 421. (2-1) Sp

431 Biochemistry I (4) Biochemistry of amino acids, proteins, nucleic acids, lipids, carbohydrates, and the actions of enzymes. Encompasses chemical properties and techniques involved in the study of these macromolecules and their monomeric units. Prereq: CHEM 354. (3-1) F

432 Biochemistry II (4) Continuation of 431 including major metabolic pathways with emphasis on energy considerations and interrelationships of the pathways; inorganic metabolism, acid-base balance and hormones. Prereq: CHEM 431. (3-1) Sp

441 Inorganic Chemistry (4) Introduction to the chemistry of all the elements, developed from the principles governing atomic structure and bonding, with special emphasis on transition metal and organometallic chemistry. Prereq: CHEM 354 and 461 or consent of instructor. (3-1) Sp

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

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

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

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

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

499 Research (1-2) May be repeated up to 8 hours. Original problems in experimental and theoretical chemistry. Prereq: consent of instructor and approval of department chair. F, Sp, Su

Geosciences (Geology, Geography)

Geology is the scientific study of the Earth. It is an applied science that seeks to understand how the Earth works, the changes that the Earth has undergone, and the potential changes in the Earth's future. Geologists are trained to investigate issues and problems of concern to society such as earthquakes, volcanoes, landslides, floods, water pollution, waste disposal, river and coastal erosion, and global climate change. Geologists also discover new mineral and energy resources. Geology majors share a love of adventure, travel, the outdoors, and an awareness and curiosity about our natural environment. This curiosity allows geologists to discover and validate new theories about the Earth such as how mountains and oceans form, how glaciers flow, and how life has changed during Earth's long history. The geology major at USI is designed to develop observational, reasoning, and analytical skills that the student can apply throughout life. A firm grounding in the fundamentals of geology is complemented with a strong component of field work so that real geological problems can be recognized, analyzed, and solved. Geology majors have assisted professors on research projects in Indiana, Montana, Oregon, and the Himalayas.

Geologists acquire not only an understanding of the geological sciences, but also a basic understanding of chemistry, physics, biology, mathematics, and computer science. Because of this training, geology majors are well prepared for careers both directly and indirectly related to geology. Many geologists find careers with environmental or engineering firms. Other geologists work for oil and gas companies, state and federal geological surveys, NASA, the National Park Service, the U.S. Forest Service, oceanographic institutes, or local government planning agencies. Some of these options require a master's degree, and USI geology faculty encourage students to continue their education beyond the bachelor's degree. A geology major also prepares a student for careers outside of geology in areas such as environmental law, computer information systems, computer graphics, or even medical school.

Regardless of a student's major, a basic knowledge of geology is essential when making informed decisions regarding regulation, protection, and economic development of our natural environment. Therefore, the geology faculty encourage all students to take **Physical Geology (GEOL 161)**. This is a four-credit lab course that satisfies part of the Core Curriculum requirement in science and serves as a "gateway" course to the geology major. In this course students will discover how earthquakes and volcanoes work and how land forms are made and destroyed. Many students have decided to major in geology after taking one of the introductory offerings. Other students have selected geology or geography as a minor to complement their existing major. Students are encouraged to take a geology class in their freshman or sophomore year because many students discover too late that geology is something they would have liked to pursue.

The geology faculty at USI are friendly and always willing to help. Faculty expertise within the geology department includes environmental geology, Indiana geology, Himalayan Mountain building, tectonics, metamorphism, landform evolution, satellite imagery, climatic change, paleontology, and petroleum exploration.

Requirements for Geology Major

41 credits in geology distributed as:
 31 credit hours of required geology courses
 10 credit hours of additional geology courses
 Plus 26-28 credits of supporting requirements as listed following:

Required Geology Courses

GEOL 161	Physical Geology
GEOL 162	Historical Geology
GEOL 301	Mineralogy
GEOL 302	Igneous and Metamorphic Petrology
GEOL 315	Paleontology
GEOL 316	Sedimentation and Stratigraphy
GEOL 345	Structural Geology
GEOL 481	Advanced Environmental Geology - Synthesis course

Nine additional credit hours of 300- or 400-level geology courses must be selected to reach the required total of 41 credit hours. A six- to eight-credit-hour Summer Field Geology course completed at another school can be used to satisfy part of this requirement.

A maximum of four credit hours of GEOL 390 can be counted toward completion of the geology major.

Supporting requirements for Geology major

PHYS 175 or 205	Gen. or Inter. Physics I
PHYS 176 or 206	Gen. or Inter. Physics II
CHEM 261	General Chemistry I
CHEM 262	General Chemistry II
MATH 230	Calculus I

Six additional credit hours in science or math must be selected in consultation with an advisor to reach the required total of 26-28 credit hours in supporting requirements for the geology major.

Students also must complete the University required 124 credit hours, including the University Core Curriculum and a minimum of 39 credit hours of 300- or 400-level courses.

Requirements for a Geology Minor

23 credit hours

GEOL 161	Physical Geology
GEOL 162	Historical Geology
GEOL 301	Mineralogy
GEOL 316	Sedimentation and Stratigraphy

Seven additional credit hours of 300- or 400-level Geology courses must be selected to reach the required total of 23 credit hours.

Required Course for Geography Minor

25 credit hours

GEOG 112	Earth Systems
GEOG 214	Meteorology
GEOG 215	Climatology

GEOG 330 World Geography
 GEOL 161 Physical Geology
 GEOL 131 Geology, the Environment and Society
 Six additional credit hours of 300- or 400-level courses in anthropology, economics, history, or political science must be selected to reach the required total of 25 credit hours.

Geology and Geography Courses that Satisfy University Core Requirements

GEOL 101 Prehistoric Life (C3)
 GEOL 115 Landscapes and Geology of North America (C3)
 GEOL 131 Geology, the Environment and Society (C3)
 GEOL 161 Physical Geology (C3)
 GEOL 162 Historical Geology (C3)
 GEOL 481 Advanced Environmental Geology (D)
 GEOG 112 Earth Systems (C3)
 GEOG 215 Climatology (C3)
 GEOG 330 World Geography (C5)

Earth/Space Science (Teacher Certification)

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

Single Licensure Option

GEOL 161 Physical Geology (4)
 GEOL 162 Historical Geology (4)
 GEOL 234 Oceanography (3)
 GEOL 301 Mineralogy (4)
 GEOL 315 Paleontology (4)
 GEOL 407 Geomorphology (4)
 or
 GEOL 441 Hydrogeology(4)
 or
 GEOL 481 Advanced Environmental Geology (4)
 GEOG 214 Meteorology (3)
 ASTR 271 General Astronomy (4)
 CHEM 175 Survey of Chemical Concepts (4)
 or
 CHEM 261 General Chemistry I (4)
 PHYS 175 General Physics I (4)
 or
 PHYS 205 Intermediate Physics I (5)
 MATH 230 Calculus I (4)

Elective chosen from any 300- or 400-level GEOL course and/or

ASTR 471 Observational Astronomy (4)
 At least one elective chosen from among the following (3/4/5):

GEOG 215 Climatology (3)
 MATH 271 Principles of Statistics (3)
 MATH 330 Calculus II (4)
 PHYS 176 General Physics II (4)
 PHYS 206 Intermediate Physics II (5)
 CHEM 262 General Chemistry II (4)
 ANTH 261 Introduction to Archaeology
 BIOL 141 Principles of Biology (4)
 Any 300-level GEOL course

TOTAL = 49/52

Dual Licensure Option

GEOL 161 Physical Geology (4)
 GEOL 162 Historical Geology (4)
 GEOL 315 Paleontology
 or
 GEOL 316 Sedimentation and Stratigraphy (4)
 GEOG 214 Meteorology (3)
 ASTR 201 General Astronomy (4)
 Directed 300- and 400-level electives in the Geosciences (2)

TOTAL 24

Course Descriptions

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

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example, (3-1) indicates three credit hours lecture, one credit hour laboratory. Courses labeled as UCC meet the requirements of the University Core Curriculum.

Geography

112 Earth System Science (3) The study of the whole Earth as a system of many interacting parts including the solar system; the Earth's internal systems and landforms; ocean, atmospheric and climatic systems; and global ecosystems. Applies scientific method to the study of changes within and between these systems. No prereq. (3-0) UCC, Sp

214 Meteorology (3) Lecture and laboratory studies designed to give an understanding of the physical processes responsible for daily weather changes. Prereq: three hours of geoscience or consent of instructor. (2-1) F

215 Climatology (3) Course covers classification and distribution of the world's climates; factors that control climate; changing climates, and predictions for the future. Prereq: GEOG 112 or 214. (3-0) UCC, Sp

221 Economic Geography (3) A geographic study of production; transportation; and exchange. Emphasis is placed on the origin, distribution, use, and trade of natural resources. Open to freshmen with consent of instructor. (3-0) On demand.

330 World Geography (3) An interpretation of human activities in selected world regions. Designed to assist students in acquiring certain basic ideas and supporting facts about contemporary world geography. The course surveys the importance, geographical characteristics, and basic problems of the major regions of the world. (3-0) UCC, F

Geology

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

115 Landscapes and Geology of North America (3) A study of the geography and geology of North American landscapes with special reference to the United States. Factors in landscape development, including climate, vegetation, erosion, glaciation, tectonics, and human influences are explored in the context of specific landform. No prereq. (3-0) UCC, F

131 Geology, the Environment, and Society (3) An examination of the controls on human activity by geology, and the impact of humans on natural geologic processes. This course is a survey of fundamental geologic processes and associated hazards (energy, minerals, water), and topics such as pollution and land-use planning. The course provides an opportunity to discuss, from a geologic perspective, the ramifications of and potential solutions to problems associated with Earth's resources. No prereq. (3-0) UCC, Sp

161 Physical Geology (4) Lecture and laboratory studies of the materials, internal structure, and surface features of the Earth, and the processes which have shaped them. No prereq. (3-1) UCC, Sp

162 Historical Geology (4) Lecture and laboratory studies of the evolution of the earth and its life forms. Techniques used to interpret Earth and life history. The concept of geologic time. Prereq: GEOL 161. (3-1) UCC, F, Sp

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

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

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

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

316 Sedimentology and Stratigraphy (4) Lecture and laboratory study of composition, texture, description lithologic classification, correlation, and paleoenvironmental interpretation of sediments and sedimentary rocks. Use of subsurface data including cores and geophysical well logs. Laboratory includes thin section and field studies. Prereq: GEOL 162. (3-1) Sp

341 Hydrology (3) Study of the hydrologic cycle with emphasis on precipitation analysis; determination of evaporation and infiltration quantities; and calculation of surface runoff. Includes unit hydrograph and flood analysis, streamflow routing, and statistical analysis of hydrologic events. Prereq: MET 241 Fluid Mechanics or consent of instructor. (2-1) Sp

345 Structural Geology (4) Descriptive, kinematic, and dynamic analysis of geologic structures. Structural interpretation of geologic maps. Tectonic processes responsible for deformation of rocks. Structural provinces. Prereq: GEOL 162, MATH 115. (3-1) Sp

351 Field Geology (4) Practice of important field techniques in geology field analysis of geologic materials and structures, and construction of geologic maps. Emphasis is on problem recognition, data gathering, and interpretive analysis. Prereq: GEOL 162. (3-1) F

390 Geological Field Excursion (1-3) The integrated application of geological knowledge to a specific field example. Approximately five weeks of literature investigation of a geological terrain will be followed by a field trip to the selected area. Excursions will vary in length from one weekend to week-long. The course is intended for geology majors, and students will need to cover expenses. Prereq: GEOL 162 or concurrent registration and consent of instructor. A maximum of four credit hours of GEOL 390 may be counted toward completion of the geology major. (X-0) F, Sp, S

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

411 Geology of Soils (4) Lecture and laboratory studies of the influence that weathering, erosion, landform, topography, climate, flora and fauna, parent material, ground water, and time has on soil development. Soil classification, profiles, composition, chemistry, fertility, and engineering properties and uses. Prereq: GEOG 112 or GEOL 131,161, any college chemistry course. Recommended: GEOL 307 or CET 281. (3-1) Sp

414 Petroleum Geology (3) Lecture and laboratory exercises concerning the nature and occurrence of oil and natural gas in the earth's crust. Laboratory exercises stress the practical application of lecture material in hydrocarbon exploration and economic evaluation. Prereq: GEOL 161, 162. (2-1), on demand.

415 Coal Geology and Exploration (3) The geology of coal, including environments of deposition, coal petrology, and distribution. Techniques of coal exploration, drilling, geophysical logging, mapping, and economic analysis. Prereq: GEOL 161 and a course in computer programming. On demand.

421 Introduction to Geophysics (3) Survey of geophysical problems and techniques, including lecture, laboratory exercises, and literature studies. Prereq: GEOL 161, MATH 230, PHYS 176 or 206. (2-1), on demand.

441 Hydrogeology (4) The behavior and properties of water in the geologic environment. Emphasis on subsurface water, including studies of flow patterns, chemistry, behavior in various geologic materials, and pollution problems. Prereq: GEOL 161, CHEM 261, MATH 230, or consent of instructor. (3-1) F

445 Plate Tectonic and Crustal Evolutions (3) The nature of continents and oceans, their current tectonic movements, and the record they provide of past tectonic movements. Includes methods to determine relative and absolute plate motion, historical account of plate tectonic theory, and application of plate tectonics to the origin and development of mountain belts. Prereq: GEOL 345 and consent of instructor. (3-0), on demand.

455 Global Quaternary Environmental and Geologic Change (3) This class seeks to describe and understand the changes in global and regional geologic systems and climate that occurred during the Quaternary by investigating the types of data available, the methods of data acquisition, dating techniques and methods, and the interpretations drawn from the acquired data. (3-0) Sp

465 Introduction to GIS (3) Survey of computer-based techniques in the storage, retrieval, analysis, and representation of spatially distributed data. Emphasis is on application of GIS technology to problems such as geologic hazard mapping, surface runoff and erosion, contaminant transport, population density, and environmental impact assessment. Prereq: GEOL 161 or GEOG 112, CS 161 or MATH 230. (2-1), on demand.

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

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

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

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

Engineering

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

An engineering student can be enrolled in either the four-year or five-year track, depending on the student's mathematical proficiency at the time of entrance to the program. The five-year track is for students who enter USI not prepared for Math 230 (Calculus I) in their first semester. This track comprises 138 to 141 hours, adding five hours of mathematics courses necessary to raise the student's mathematical abilities to the required level and six to nine hours of engineering courses designed to improve problem solving skills. If a prospective student is not prepared for Math 111 or 118 (College Algebra), he or she is placed in the pre-engineering program and advised by the University Division advisors.

The engineering degree program was developed using the guidelines for engineering established by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). According to these guidelines, the program must have produced graduates prior to requesting an accreditation visit. It is anticipated this will occur in 2006. If accreditation is granted, the program will be accredited in the fall of 2007 and all graduation classes prior to this date will be considered to have graduated from an accredited engineering program.

In addition to full course offerings in the daytime, courses in the engineering curricula are regularly offered at night to accommodate students whose personal schedules limit their access to daytime course offerings. A cooperative education program also is available to students enrolled in engineering. The co-op experience is designed to assist the student in developing an under-

standing of human relationships and in learning to work with others as a member of an engineering team. Individual growth is enhanced by the realization that, in addition to demonstrating theoretical knowledge, one also is learning to become an integral part of the working interrelationship between the academic and professional worlds. On the job and at the University, the co-op student obtains first-hand knowledge of professional practices, expectancies, and opportunities. At the same time, the student is offered a realistic test of career interest and aptitude. Participation in this program enables the student to make a more intelligent selection of a position after graduation.

In accord with the University's transfer policy (found in the undergraduate admission requirements and regulations section of this bulletin) the faculty of the engineering department examine on a case-by-case basis the transcripts of students transferring from other institutions. Failure to achieve a grade of C or better in a required engineering course at another institution will necessitate repeating the course.

Petition for permission to waive any program requirements must be approved by the chair of the engineering department. After admission into the engineering program, required engineering courses may be taken at another institution for transfer of credit only when approved in advance by both the student's advisor and the department chair.

The goals and objectives of the BS in Engineering program are as follows:

1. Provide a practice-oriented curriculum incorporating theory and its application to practical engineering problems.
2. Prepare students for entry level professional engineering positions, as well as for professional licensure and continuing education.
3. Provide students with problem-solving, design, and communication skills needed for professional success and advancement in their engineering careers.
4. Prepare students with sufficient breadth of knowledge in related skills, including communications, ethics, project management, economics, teamwork and leadership.
5. Provide an academic environment that encourages and facilitates learning and retention.

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

First Year

Fall Semester

ENGR 107	Intro to Design I	2
MATH 230	Calculus I	4
CHEM 261	General Chemistry I	4
ENG 101	Rhet. & Comp I	3
SPCH 101	Intro. to Public Speaking	3
ENGR 101	Engr. Orientation	<u>0</u>
		16

Spring Semester

ENGR 108	Intro to Design II	2
MATH 330	Calculus II	4
PHYS 205	Inter. Physics I	5
ENG 201	Rhet. & Comp II	3
UCC B3		<u>1</u>
		15

Second Year

Fall Semester

MATH 335	Calculus III	4
PHYS 206	Inter. Physics II	5
ENGR 225	Thermodynamics	3
ENGR 235	Statics	3
UCC B3		<u>1</u>
		16

Spring Semester

ENGR 275	Dynamics	3
ENGR 255	Electrical Circuits	4
MATH 433	Differential Equations	3
UCC B2 or ENGR Elective		3
UCC C2		<u>3</u>
		16

Third Year

Fall Semester

ENGR 355	Strength of Materials	4
ENGR Elective		3
ENGR Elective		3
ENGR Elective		3
UCC C1		<u>3</u>
		16

Spring Semester

ENGR 375	Fluid Mechanics	3
ENGR 335	Engineering Econ.	3
ENGR Elective		3
ENGR Elective		3
UCC C5		3
UCC C4		<u>3</u>
		18

Fourth Year

Fall Semester

ENGR 435	Engineering Statistics	3
ENGR Elective		3
ENGR Elective		3
UCC B1		3
UCC C4		<u>3</u>
		15

Spring Semester

ENGR 491	Senior Design	3
ENGR Elective		3
ENGR Elective		3
ENGR Elective or UCC B2		3
UCC C2		<u>3</u>
		15

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

		First Year		
Fall Semester			Spring Semester	
ENGR 103	Prin. of Problem Solving	3	ENGR 104 Applied Prob. Solving	3
MATH 118	College Algebra & Trig	5	MATH 230 Calculus I	4
ENG 101	Rhet. & Comp I	3	SPCH 101 Intro. to Public Speaking	3
PHYS Elective or UCC C2		3	UCC C2	3
UCC B3		1	UCC B3	<u>1</u>
ENGR 101	Engr. Orientation	<u>0</u>		
		15		14
		Second Year		
Fall Semester			Spring Semester	
MATH 330	Calculus II	4	ENGR 108 Intro. to Design II	2
ENGR 107	Intro. to Design I	2	PHYS 206 Inter. Physics II	5
PHYS 205	Inter. Physics I	5	MATH 335 Calculus III	4
ENG 201	Rhetoric & Composition II	<u>3</u>	UCC B1 or ENGR elective	<u>3</u>
		14		14
		Third Year		
Fall Semester			Spring Semester	
CHEM 261	Gen. Chemistry I	4	UCC C2 or UCC C5	3
UCC B2		3	ENGR 255 Elec. Circuits	4
ENGR 235	Statics	3	ENGR 275 Dynamics	3
ENGR 225	Thermodynamics	<u>3</u>	MATH 433 Diff. Equations	<u>3</u>
		13		13
		Fourth Year		
Fall Semester			Spring Semester	
ENGR 355	Strength of Materials	4	ENGR 375 Fluid Mechanics	3
ENGR electives (3)		9	ENGR electives (2)	6
UCC C1		<u>3</u>	ENGR 335 Engineering Econ	3
		16	UCC C4	<u>3</u>
				15
		Fifth Year		
Fall Semester			Spring Semester	
ENGR 435	Engineering Statistics	3	ENGR 491 Senior Design	3
ENGR electives (2)		6	ENGR electives (2)	6
UCC C4		3	ENGR elective or UCC B1	<u>3</u>
UCC C5 (if not taken)		<u>(3)</u>		
		12-15		12

Course Descriptions

ENGINEERING CORE

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

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

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

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

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

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

275 Dynamics (3) Three hours lecture. Kinematics and kinetics of particles and rigid bodies using vector analysis. Topics include: force, mass, acceleration, work and energy, impulse and momentum. Prereq: ENGR 235 and MATH 230.

335 Engineering Economics (3) Three hours lecture. This course is designed to provide information on the scope and application of various numerical techniques and evaluation criteria for making economic decisions. Interest rates, cash flows, depreciation, and tax implications will be covered. Methods such as present worth, annual worth, future worth, and rate-of-return will be used to make comparisons between alternatives. Prereq: Sophomore standing and either MATH 215 or MATH 230.

355 Strength of Materials (4) Three hours lecture, three hours lab. A study of stress-strain relationship for axial, torsion, shearing and bending loads; deflection of beams; connections; combined loadings; stati-

cally indeterminate members, and plane stress. The laboratory experience will include material testing to determine physical and mechanical properties that will reinforce the principles studied. Prereq: ENGR 235 and MATH 230.

375 Fluid Mechanics (3) Two hours lecture, three hours lab. Fundamentals of fluid mechanics including application of Bernoulli's equation for incompressible flow, hydrostatic forces on gates, dynamics of fluid flow, friction loss and drag, sizing of pipes and pumps, and turbo machinery. The laboratory portion requires students to design experiments to evaluate specific fluid principles and concepts with subsequent completion to reinforce the understanding of the material. Prereq: ENGR 235 and MATH 330.

435 Engineering Statistics (3) Three hours lecture. Calculus-based examination of descriptive and inferential statistics. Topics covered include population and sample data analysis, discrete random variables, continuous random variables, frequency distributions, probability, hypothesis testing, analysis of variance, regression, and correlation. Computer applications for problem solution are required. Prereq: ENGR 107, MATH 433, and junior standing.

491 Senior Design (3) A course which provides an opportunity for synthesis of technical, professional, and general knowledge for engineering students. Design problems provided by industrial sponsors are studied by small teams of students to develop solutions using engineering design, while considering realistic constraints such as economic factors, safety, reliability, aesthetics, ethics, and social impact. Formal written and oral reports to faculty, industrial sponsors, and invited guests are required. Prereq: senior standing in engineering and consent of department chair.

ENGINEERING ELECTIVES

221 Surveying (3) Two hours lecture, three hours lab. Care and use of tapes, level, transit, electronic distance measuring equipment and data collector; differential leveling, traversing, closure and area computations, reduction and plotting of field notes of topographic surveys. Prereq: ENGR 107 and MATH 230.

321 Soil Mechanics (3) Two hours lecture, three hours lab. Physical and index properties of soil, soil classification, soil-water interaction, stresses, settlement, and shear strength will be studied. Laboratory experiments will include Atterberg Limits, grain size analysis, shear strength, consolidation, and Proctor tests. Prereq: ENGR 355.

323 Transportation Engineering (3) Three hours lecture. Introduction to transportation and the planning of transportation systems. Highway and airfield design criteria. Operational characteristics of transportation systems. Prereq: ENGR 221 and ENGR 321.

324 Construction Materials and Estimating (4) Three hours lecture, three hours lab. A study of aggregates, concrete, steel, wood, and asphaltic materials, including concrete mix design. Additional subject matter covered will be characteristics, capabilities and operating costs of equipment; estimation of construction costs; field inspection practices and responsibilities. Prereq: ENGR 355.

325 Structural Analysis (4) Three hours lecture, three hours lab. Classification of structures, loads, reactions, shear and moment diagrams, trusses, framed structures, influence lines, moving loads, deflections, and analysis of statically indeterminate structures, including moment distribution. Prereq: ENGR 355.

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

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

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

428 Environmental Engineering and Design (4) Three hours lecture, three hours lab. Study of environmental systems, water/air/soil resources, environmental legislation, and design of pollution control equipment. Topics include legislation review, water chemistry, water treatment, wastewater treatment, air pollution abatement, solid waste management, and hazardous waste treatment. Prereq: ENGR 375 and CHEM 261.

429 Water Resources (4) Three hours lecture, three hours lab. Study of the hydrologic cycle. Topics include precipitation analysis, infiltration analysis, groundwater flow, unit hydrograph development, hydrologic probabilities, and flow measurement. This course will consider both design of water use and water excess management facilities. Prereq: ENGR 375.

241 Digital Logic (3) Two hours lecture, three hours lab. This course teaches the basics of digital logic by using computer simulations and circuit construction in laboratory experiments. Binary, octal, and hexadecimal number systems are investigated, and basic logic gates (AND, OR, NAND, NOR, and INVERTER) are discussed. Flip-flops, multiplexers, and various memory devices and their uses in logic circuitry are studied. Prereq: MATH 111 or MATH 118 or sophomore standing in engineering program.

343 Discrete Electronic Devices (3) Two hours lecture, three hours lab. This course introduces the three basic discrete devices: the diode (both pn and zener), the bipolar junction transistor, and the field effect transistor. Device modeling, biasing techniques, frequency response, h parameters and amplifier design are discussed. Prereq: ENGR 255.

344 Integrated Circuits (3) Two hours lecture, three hours lab. This course addresses integrated circuits such as operational amplifiers, 555 timers, silicon-controlled rectifiers and associated triggering devices, and their uses in electronic circuits. Emphasis is placed on circuit construction and communication skills by the use of class projects and associated technical reports and oral presentations. Prereq: ENGR 343.

345 Advanced Electrical Circuits (3) Three hours lecture. Advanced electrical circuits elective course for engineering majors. Topics covered include polyphase circuits, complex frequency and Laplace Transform, s-domain circuit analysis, series and parallel resonance, and Fourier frequency analysis. Course stresses network theorems, solution of time, and frequency-domain problems. Course coverage includes transient analysis by classical and transform methods as well as basic concepts of steady-state AC circuit analysis. Prereq: ENGR 255 and MATH 330.

347 Microcomputer Engineering (3) Two hours lecture, three hours lab. An introduction to the concepts of microcomputers and microcontrollers including system architecture, addressing modes, assembly language programming, fixed point arithmetic, data structures and stacks, subroutines, high-level compilers, and integrated development environments. Prereq: ENGR 241 or consent of instructor.

349 Electrical Machines (3) Two hours lecture, three hours lab. D.C. motors and generators, induction and synchronous motors, and generators for single-phase and three-phase systems are studied; course emphasis is on common applications, principles of operation, and performance characteristics. Prereq: ENGR 345.

443 Linear Control Systems (3) Three hours lecture. A study of the fundamental concepts of linear automated control of physical systems. The course includes the following areas of study: mathematical modeling, block diagrams, frequency response analysis, root-locus analysis, time-domain analysis, stability analysis, compensation techniques, controller design, and interface transducers. Prereq: ENGR 345.

445 Signals and Systems (3) 2 hours lecture, 3 hours lab. Classification, analysis and design of systems in both the time- and frequency-domains. Continuous-time linear systems: Fourier Series, Fourier Transform, bilateral Laplace Transform. Discrete-time linear systems: difference equations, Discrete-Time Fourier Transform, bilateral z-Transform. Sampling, quantization, and discrete-time processing of continuous-time signals. 2 hours lecture, 3 hours lab. Prereq: ENGR 255.

447 Microprocessor Systems Design (3) 2 hours lecture, 3 hours lab. This course involves the design of firmware and hardware for microprocessor-based systems, including analog and digital interfaces, system architecture, memory system design, IO structure and handshaking protocols, interrupts, timers, parallel and serial subsystems, and analog-to-digital conversion. Prereq: ENGR 347 or consent of instructor.

448 Software Engineering (3) 2 hours lecture, 3 hours lab. An introduction to software engineering principles, with emphasis on the methods, processes, tools, and metrics needed to develop quality software products and systems. Prereq: Junior standing in engineering or consent of instructor.

449 Electrical Power (3) 2 hours lecture, 3 hours lab. Fundamental concepts of power system analysis, transmission line parameters, basic system models, steady state performance, network calculations, power flow solutions, fault studies, symmetrical components, operating strategies and control. Prereq: ENGR 349.

362 Manufacturing Systems (3) 2 hours lecture, 2 hours lab. An introduction to the design and implementation of contemporary manufacturing systems. Single and multiple station, manual, mixed mode, automated, and flexible manufacturing systems are covered. Numerical analysis of these systems to determine production rates, product cost, defect rates, and efficiency will be performed. In the laboratory students will learn to program and operate various types of production hardware including robots and CNC machines. Prereq: Junior standing in engineering or consent of instructor.

363 Vibrations (3) 3 hours lecture. An introduction to vibration theory, including the modeling and analysis of oscillatory phenomena found in linear discrete and continuous mechanical systems. This course will also introduce noise and vibration control as an application of vibrations theory. Prereq: ENGR 275 and MATH 433.

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

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

463 Heat Transfer (3) 3 hours lecture. An investigation into heat transfer and the formulation of the fundamental principles and laws that govern conduction, convection, and radiation for both steady state and transient conditions with their application in the analysis and design of actual processes and heat exchanges. Prereq: MATH 433, ENGR 225 and ENGR 375.

464 Dynamics of Machinery (3) 3 hours lecture. Analysis of displacement, velocity and acceleration in mechanical linkages. Kinematics, dynamics and design of machines. Prereq: ENGR 275.

465 Fluid/Thermal Design (3) 2 hours lecture, 3 hours lab. Application of the fundamental principles of heat transfer and fluid flow in the engineering analysis and design of fluid thermal systems (piping layouts, air conditioners, heat exchangers, power plants, solar and wind power, compressors, etc.). Prereq: ENGR 375 and ENGR 463.

466 Machine Design (3) 2 hours lecture, 3 hours lab. Engineering design and analysis of machine elements; including screws, fasteners, gears, bearings, brakes and flexible elements. Emphasis is on design applications. Prereq: ENGR 108 and ENGR 355.

103 Principles of Problem Solving (3) 2 hours lecture, 2 hours lab. This course will introduce students to engineering laboratory methodologies and procedures, technical writing, and design. Fundamental mathematical tools to conduct experiments will be emphasized such as error analysis, unit conversions, statistics, and graphical analysis. Prereq: MATH 118 or consent of instructor.

104 Applied Problem Solving (3) 2 hours lecture, 2 hours lab. A continuation of the concepts taught in ENGR 103 applied to select engineering topics: mechanics, electronics, mass balances, and statistics. Computer applications for problem solving and graphical analysis are emphasized. Prereq: MATH 118 and ENGR 103.

471 Engineering Design and Analysis (3) 3 hours lecture. Application of the professional method to the formulation and design solution for real-world, industry-type problems. Student teams will utilize their knowledge of engineering principles as well as social and economic issues to develop, analyze, and evaluate proposed designs using experimental, computer, and numerical techniques. Prereq: senior standing in engineering and consent of instructor.

482 Engineering Organization and Management (3) 3 hours lecture. An examination of the fundamental concepts of management in engineering organizations with emphasis on the relationships among types of engineering work, type of organizational structures, and managerial responsibilities. Includes study of motivation, time management, oral and written communications, engineering ethics, and lifelong learning. Prereq: junior standing in engineering or consent of instructor.

INDUSTRIAL SUPERVISION

Baccalaureate Degree

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

FIRST YEAR

First Semester			Second Semester		
ENG 101	Rhet. & Comp. I*	3	ENG 201	Rhet. & Comp. II*	3
MATH 111	College Algebra	4	MATH 112	Trigonometry	2
Technical Elective		3	CIS 151	Computer Applications	3
Technical Elective		3	CHEM 261	General Chemistry I	4
SPCH 101	Intro. to Speech*	<u>3</u>	PSY 201	General Psychology*	3
		16	Physical Education Elective*		<u>1</u>
					16

SECOND YEAR

First Semester			Second Semester		
MATH 215	Survey of Calculus	4	ENG 210	Technical Writing	3
ACCT 201	Accounting Principles I	3	ACCT202	Accounting Prin. II	3
PHYS 175	General Physics I	4	DSCI 265	Business Statistics	3
ECON 208	Prin. of Microeconomics*	3	ECON209	Prin. of Macroeconomics*	3
Technical Elective		<u>3</u>	Technical Elective		3
		17	University Core Elective		<u>3</u>
					18

THIRD YEAR

First Semester			Second Semester		
MNGT 305	Principles of Mngt.	3	DSCI 351	Intro. to Op. Research	3
PHYS 176	General Physics II	4	Technical Elective		3
Technical Elective		3	Technical Elective		3
Technical Elective		3	University Core Elective		3
Technical Elective		<u>3</u>	University Core Elective		<u>3</u>
		16			17

FOURTH YEAR

First Semester			Second Semester		
ENGR 482	Engr. Organization & Man.	3	Capstone Project		3
Technical Elective		3	ENGR 335 Engineering Economics		3
ACCT 315	Cost Accounting	3	Technical Elective		3
DSCI 445	Operations Management	3	University Core Elective		3
University Core Elective		3	University Core Elective		<u>3</u>
Physical Education Elective*		<u>1</u>			15
		16			

Mathematics

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

Students are only permitted to enroll in those courses for which they have successfully fulfilled all of the prerequisites. After a student has completed a course successfully, he or she may not enroll in a prerequisite course without the approval of the chair of the department. Entering freshmen may take advanced placement tests and receive credit by examination in certain specified courses. For further information, students should contact the Office of Admission.

The mathematics component of the University Core Curriculum may be satisfied by a number of courses or by successfully passing a proficiency exam. A passing score on the proficiency exam fulfills the UCC math requirement; however, academic credit hours are not earned by passing this exam. This exam is administered six times per year through Academic Skills for a nonrefundable fee and may be taken only once.

Degree Programs

Students majoring in mathematics are assigned an advisor from the tenured faculty of the department and are required to consult with this advisor before each registration period. The Bachelor of Science degree is granted to those students who follow the prescribed program. Students desiring a Bachelor of Arts must meet the foreign language requirements plus the requirements of the prescribed program. Throughout the remainder of this

section the reference to upper-level courses relates to courses numbered 250 or above, with the exception of Math 391 and Math 392 and the 600-level graduate courses.

Major (Mathematics)

39 semester hours

The curriculum leading to a degree in mathematics is rooted in a foundation of calculus, mathematical logic, probability, linear algebra, abstract algebra, and a study of the history of mathematics. The student's selection of electives from analysis, statistics, advanced calculus, discrete mathematics, differential equations, and other special topics allows for diversity of specialization. These topics introduce students to a broad range of mathematical concepts and ideas that challenge their intellectual skills. Experiences from several of these courses provide an entry view into the applicability and power of mathematics to a variety of problems.

Required courses:

MATH 230	Calculus I (4)
MATH 253	Principles of Mathematical Logic (3)
MATH 330	Calculus II (4)
MATH 335	Calculus III (4)
MATH 412	Modern Abstract Algebra I (3)
MATH 413	Linear Algebra (3)
MATH 438	Theory of Probability (3)
MATH 492	History of Mathematics (3)

One course selected from the following:

MATH 410	Introduction to Analysis (3)
MATH 432	Advanced Calculus (3)
MATH 433	Differential Equations (3)

Elective courses: Nine hours selected from the upper-level course offerings in mathematics as directed by advisor.

Minor (Mathematics)

21 semester hours

Required courses:

MATH 230	Calculus I (4)
MATH 330	Calculus II (4)
MATH 335	Calculus III (4)

Elective courses: Nine hours selected from the upper-level offerings as directed by advisor.

Teacher Certification

Major (Mathematics with Teacher Certification)

39 semester hours

Students desiring a major in mathematics with teacher certification must complete the same basic courses as the math major plus Math 323, College Geometry, and nine semester hours of upper-level electives. Students also must satisfy the requirements for admission to the Bower-Suhrheinrich School of Education and Human Services as well as the requirements for state certification. The curriculum has been designed to prepare the student to teach in a standards-based environment.

Required Courses:

MATH 230	Calculus I (4)
MATH 253	Introduction to Mathematical Logic (3)
MATH 323	College Geometry (3)
MATH 330	Calculus II (4)
MATH 335	Calculus III (4)
MATH 412	Modern Abstract Algebra I (3)
MATH 413	Linear Algebra (3)
MATH 438	Theory of Probability (3)
MATH 492	History of Mathematics (3)

Elective Courses:

Nine hours selected from the upper-level offerings in mathematics as directed by advisor.

Students also must take MATH 391, The Teaching of High School Mathematics; this methods course is in addition to the 39 semester hours needed for the major.

Minor (Mathematics with Teacher Certification)

27 semester hours

A student desiring a mathematics minor with teacher certification must complete the following:

Required courses:

MATH 230	Calculus I (4)
MATH 253	Principles of Mathematical Logic (3)
MATH 323	College Geometry (3)
MATH 330	Calculus II (4)
MATH 335	Calculus III (4)
MATH 412	Modern Abstract Algebra I (3)
	or
MATH 413	Linear Algebra (3)
MATH 438	Theory of Probability (3)
MATH 492	History of Mathematics (3)

Minor (Elementary and Junior High/Middle School Mathematics)

24 semester hours

Required courses:

MATH 104	Basic Elementary Mathematics I (4)
MATH 204	Basic Elementary Mathematics II (3)
MATH 205	Computer Science for Teachers (2)
MATH 115	Precalculus (3)

Elective courses:

12 semester hours selected from the following:

MATH 215	Survey of Calculus (3)
MATH 230	Calculus I (4)
MATH 241	Principles of Statistics (3)
MATH 253	Principles of Mathematical Logic (3)
MATH 323	College Geometry (3)
MATH 330	Calculus II (4)
MATH 492	History of Mathematics (3)

Mathematics Courses for Prospective Elementary Teachers

12 semester hours

Required courses:

MATH 104	Basic Elementary Math I (4)
MATH 204	Basic Elementary Math II (3)
MATH 205	Computer Science for Teachers (2)
MATH 392	The Teaching of Elementary School Mathematics (3)

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

100 Intermediate Algebra (3) Concepts from elementary algebra, functions, properties of exponents, operations with polynomials, rational and algebraic expressions and solutions to equations and inequalities. Prereq: GENS 097 (grade of B or better) or satisfactory placement score. This course does not satisfy the A2 category of the University Core Curriculum. F, Sp, Su

104 Basic Elementary Mathematics I (4) Fundamental concepts in mathematics selected for the elementary education major. Topics included are the problem-solving process and strategies, sets, numeration systems relating to real number operations and computational algorithms, functions and their graphs, logic and selected topics in statistics and probability. This course is taught with a contemporary approach to problem solving and requires participation in small and large group manipulative based activities. Enrollment open only to students in elementary and/or middle school programs. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. This course does not satisfy the A2 category of the University Core Curriculum. F, Sp, Su

108 Survey of Mathematics (4) A survey of contemporary topics in mathematics designed to introduce students to thinking processes developed in mathematics. Scientific calculators will be used. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp, Su

111 College Algebra (4) Topics to be emphasized include polynomials, rational algebraic expressions, graphs, inequalities, theory of equations, and matrices. Special attention is focused on functions and the utilization of appropriate technology. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp, Su

112 Trigonometry (2) Emphasis is placed upon trigonometric functions, their properties and graphs, identities, and solutions of triangles and trigonometric equations. This course does not meet the A2 category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp, Su

115 Pre-Calculus Mathematics (3) Advanced topics in algebra plus selected topics in trigonometry and elementary functions (polynomials, rational, algebraic, exponential, logarithmic, and trigonometric) are studied with emphasis upon notation, properties, operations, and graphs of functions and their inverses. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 111 (grade of C or better) or satisfactory placement score. Students with minimal knowledge of trigonometry may enroll concurrently in MATH 112. F, Sp, Su

118 College Algebra and Trigonometry (5) This course is designed for students planning to enroll in MATH 230, Calculus I. The study of functions, polynomial, rational, exponential, logarithmic, algebraic, and trigonometric forms the foundation for this course. This course will promote the development of algebraic and analytic skills as well as conceptual understanding. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 100 (grade of C or better) or satisfactory placement score. F, Sp

122 Analytic Geometry (4) Emphasis is placed on two- and three-dimensional coordinate geometry, lines, circles, conic sections, planes, spheres, surfaces, and basic properties of vectors. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 111 and MATH 112 (grades of C or better), or satisfactory placement score.

204 Basic Elementary Mathematics II (3) Fundamental concepts in geometry and measurement for elementary and/or junior high/middle school programs. This course is taught with a contemporary approach to solving problems in geometry and measurement and requires participation in small and large group manipulative-based activities. This course satisfies the A2 category of the University Core Curriculum for students majoring in elementary education. Prereq: MATH 104 (grade of C or better). F, Sp, Su

205 Computer Science for Teachers (2) Provides the information and skills to utilize computers in the elementary school classroom. Prereq: MATH 204 or consent of instructor. Open only to students in elementary and/or junior high/middle school programs. F, Sp, Su

215 Survey of Calculus (3) An introduction to calculus and its applications in business, economics, and the social sciences. Not applicable to the mathematics major or minor. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 111, MATH 115 or consent of instructor. F, Sp, Su

230 Calculus I (4) The theory of limits, differentiation, successive differentiation, the definite integral, indefinite integral, and applications of both the derivative and integral. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 115 (grade of C or better), MATH 118 (grade of C or better), satisfactory placement score, or consent of instructor. F, Sp, Su

241 Principles of Statistics (3) A terminal course for non-mathematics majors and minors. Tabular and graphical representation of statistical data, measures of central tendency and dispersion, probability, sampling, statistical inference, simple correlation, and regression. Prereq: MATH 104, MATH 111, or equivalent. Sp

253 Principles of Mathematical Logic (3) Includes introductory topics in mathematical logic, combinatorics, analysis, mathematical proof, and problem solving. This course satisfies the A2 category of the University Core Curriculum. Prereq: Satisfactory placement score or MATH 111. May be taken concurrently with MATH 230. F, Sp

323 College Geometry (3) An introduction to the foundations of geometry. Topics from finite, Euclidean, and non-Euclidean geometries are explored. Properties of polygons, convexity, and various geometric shapes are explored. Prereq: 15 hours of mathematics or consent of instructor. F

330 Calculus II (4) Integrating and differentiating transcendental functions, applications of the integral, numerical integration techniques, and infinite series. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 230 (grade of C or better). F, Sp, Su

331 Mathematical Models with Applications (3) Techniques from algebra, calculus, probability, and other areas of mathematics are employed to solve problems arising in the biological, physical, and social sciences. Prereq: MATH 230 or consent of instructor.

335 Calculus III (4) Vectors in two and three dimensions, surfaces and space curves, partial differentiation, multiple integration with applications of each. This course satisfies the A2 category of the University Core Curriculum. Prereq: MATH 330 (grade of C or better) or consent of instructor. F, Sp

353 Discrete Mathematics (3) Topics in discrete methods, combinations, graph theory, and finite algebraic structures will be studied. The applications of these topics in computer science, physical and life science, as well as in social sciences makes the course valuable for students in many majors. Prereq: MATH 230 or consent of instructor.

391 The Teaching of High School Mathematics (3) The materials, devices, and methods of teaching mathematics in the high schools. Prereq: 18 hours in the major or minor. F

392 The Teaching of Elementary School Mathematics (3) The materials, devices, and methods of teaching mathematics in the elementary schools. Prereq: MATH 104 and MATH 204. F, Sp, Su

410 Introduction to Analysis (3) A study of the real number system as a complete ordered field, completeness properties and their equivalences, function of a single real variable, continuity differentiability, uniform continuity, and Riemann integral. Prereq: MATH 335.

411 Theory of Numbers (3) The transition between problem-solving mathematics and mathematics which develops a theory. This course is rich in material useful for the secondary and elementary teacher. Prereq: 15 hours of mathematics or consent of instructor.

412 Modern Abstract Algebra I (3) Sets, functions, relations, number systems, theory of groups, including discussion of morphisms, quotient groups, and solvable groups. Prereq: 15 hours of mathematics or consent of instructor. F

413 Linear Algebra (3) Systems of linear equations, vector spaces, basic properties of matrices and determinants, linear transformations on a vector space, and canonical representations of a linear transformation. Prereq: 15 hours of mathematics or consent of instructor. Sp

414 Modern Abstract Algebra II (3) Rings, integral domains, fields, quaternions, including discussions of characterizations of integers, embedding theorems, polynomials, and extension fields. Prereq: MATH 412.

426 Point Set Topology (3) Definition and properties of a topological space; continuous functions, and homeomorphisms, various topological properties such as compactness, separation, and connectedness; metric spaces. Prereq: 15 hours of mathematics or consent of instructor.

432 Advanced Calculus (3) Functions of several variables, transformations, multiple integrals, line and surface integrals, infinite series. Prereq: MATH 335.

433 Differential Equations (3) Solutions to and applications of linear differential equations of order $n(n \geq 1)$ and linear systems of differential equations. Prereq: MATH 335 (may be taken concurrently). Sp

434 Advanced Differential Equations (3) Solutions to non-linear and partial differential equations with an emphasis on numerical methods and techniques utilizing orthogonal functions. Prereq: MATH 433.

437 Numerical Analysis (3) (Dual listed as CS 437) A survey of current methods in numerical analysis. Topics will include polynomial approximation and interpolation, numerical differentiation and integration, numerical solutions of differential equations, functional approximation, solution of linear and nonlinear equations, and matrix methods for inverse and eigenvalue problems. Prereq: CS 201 or TECH 105 and MATH 335.

438 Theory of Probability (3) Probability theory as applied to mathematical models of random events, independent and dependent events, numerical-valued events, mean and variance of a probability law, normal and Poisson probability laws, and random variables. Prereq: MATH 335. F

441 Mathematical Statistics (3) Basic empirical and theoretical frequency distributions, analysis of variance, elementary sampling theory, hypothesis testing, confidence intervals, statistical inference, correlation, and regression. Prereq: MATH 335 and 438. Sp

492 History of Mathematics (3) An examination of the historical development of the main concepts, techniques, and areas of mathematics along with the originating cultures and key personalities. The course may be taken during the professional semester. Prereq: 12 hours of mathematics courses in the major or consent of the instructor. Sp

499 Special Topics in Mathematics (1-3) By consent of instructor and approval of the chair of the mathematics department. F, Sp

Physics

Physics describes such phenomena as electricity, light, sound, magnetism, forces, energies, and heat. Since physics is the study of the most basic laws of nature, it is useful to all well-educated individuals, as well as being required of all science majors. Beginning physics is taught at three different levels at the University in order to accommodate students with diverse backgrounds and goals. The physics program culminates in either a minor or a secondary education certification in physics.

Minor (Physics)

24 semester hours

Required courses: 205-Intermediate Physics I, 5 hrs.; 206-Intermediate Physics II, 5 hrs.; 371-Analytical Mechanics, 3 hrs.

Elective courses: 11 hours selected from upper-division course offerings in physics as directed by advisor.

Physics (Teacher Certification)

Students who wish to become physics teachers at the secondary school level should declare the Science Teaching major (described elsewhere in this bulletin) and elect either the single- or dual-licensure option for physics. The content course requirements that lead to teaching licensure in physics are as follows:

Single Licensure Option

PHYS 205 Intermediate Physics I (5)
PHYS 206 Intermediate Physics II (5)
PHYS 361 Modern Physics (3)
PHYS 371 Analytical Mechanics (3)
PHYS 381 Electromagnetic Fields (3)
PHYS 429 Quantum Mechanics (3)
PHYS 439 Thermodynamics (3)
PHYS 499 Research (2)
TOTAL = 27

Dual Licensure Option

PHYS 205 Intermediate Physics I (5)
PHYS 206 Intermediate Physics II (5)
PHYS 361 Modern Physics (3)
PHYS 371 Analytical Mechanics (3)
Physics electives (6)
TOTAL = 22

Course Descriptions

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aid to students planning their programs of study.

Lecture and laboratory breakdown of courses is indicated at the end of each description. For example (3-1) indicates three credit hours lecture, one credit hour laboratory. (one credit hour of lab usually equals two contact hours.)

Astronomy

201 General Astronomy (4) An introduction to the basic concepts in astronomy. Use of the telescope and exercises in uranography are stressed. No prereq. Sophomore standing (3-1).

Physics

101 Introduction to the Physical Sciences (3) Lectures and demonstrations of physics at a primarily conceptual level. Basic problem solving and the scientific method are introduced. Topics covered include Newton's Laws, energy, momentum, light, electricity, magnetism, thermodynamics, fluids, and selected topics from modern physics. (3-0)

175 General Physics I (4) Review of metric system and vectors, the laws of motion and applications, work and energy, states of matter and molecular properties, heat and thermodynamics. Calculus is not employed in the course. Prereq: MATH 111 and 112; or MATH 118 or placement test into MATH 230. (3-1)

176 General Physics II (4) Wave motion and acoustics, electrostatic fields and potentials, electric current and circuit theory, magnetic fields, optics and the wave properties of light, atomic and nuclear physics. A continuation of PHYS 175. Prereq: 175. (3-1)

205 Intermediate Physics I (5) An initial study of the phenomena and concepts of classical and modern physics in the areas of mechanics including energy and momentum principles and heat and thermodynamics, with applications involving elementary calculus. An integrated laboratory serves to develop associated skills in measurement. Required of physics majors, minors, and pre-engineering students. Prereq: MATH 230. (4-1)

206 Intermediate Physics II (5) A continuation of PHYS 205 in the areas of wave motion, acoustics, optics, electrostatics, circuit electricity, magnetism, and modern physics. Required of physics majors, minors, and pre-engineering students. Prereq: PHYS 205, MATH 230. (4-1)

207 Intermediate Physics I Excluding Laboratory (4) PHYS 207 is identical with PHYS 205 except the laboratory is excluded. This is intended for students who have previously acquired credit for the general physics laboratory by having completed course 175 or who have the equivalent in laboratory experience. (4-0)

208 Intermediate Physics II Excluding Laboratory (4) PHYS 208 is identical to PHYS 206 except the laboratory is excluded. This is intended for students who have previously acquired credit for the general physics laboratory by having completed course 176 or who have the equivalent laboratory experience. (4-0)

311 Electric Circuit Theory (2) Direct current circuit theory. Alternating current circuit theory utilizing both methods of phasors

and complex numbers. Problem solving is emphasized. Prereq: PHYS 206, MATH 230. (2-0)

314 Electronics Laboratory (3) Experimentation will be devoted to fundamental measurements of properties of electronic elements and electronic circuits. Circuits for rectification, amplification, signal generation, and logic function will be included. (0-3)

351 Scientific Programming in BASIC (1) The application of the BASIC language to scientific problems. The class will be scheduled as a single two-hour recitation in which both lecture and programming practice will be employed. Prereq: MATH 230 or consent of instructor. (0-0-1)

352 Scientific Programming in FORTRAN (2) The application of the FORTRAN language to scientific problems. The class will be scheduled as a single two-hour recitation in which both lecture and programming practice will be employed. Prereq: MATH 330, concurrent registration, or consent of instructor. (0-0-2)

361 Modern Physics (3) Physics of the 20th century. Atomic and nuclear phenomena and basic theories. An introduction to quantum mechanics is included. Prereq: PHYS 206, MATH 330. (3-0)

371 Analytical Mechanics (3) Theory and application of Newtonian mechanics using vector calculus methods. Topics include particle dynamics, energy and momentum principles, multiparticle systems. Problem solving is emphasized. Prereq: PHYS 205, MATH 330 (3-0)

381 Electromagnetic Fields (3) Formulation of the basic theory of electric and magnetic vector fields. Electrostatic and magneto static fields in free space and in material media, and the formulation of Maxwell's equations are included. Prereq: PHYS 371, MATH 330. (3-0)

401 Physics and Human Thought (3) The course will cover some of the important ideas in physics and their relationship to other areas of human thought, e.g. philosophy, literature, and art. These relationships will be made through readings from works that have a direct connection to physics. The emphasis will be on learning the physical principles and their significance. The physical theories that will be covered include Newton's laws, energy conservation, the second law of thermodynamics, special relativity, and quantum mechanics. These theories will be framed in the context of the times in which they developed. The course will involve both the solving of "traditional physics problems" and the writing of essays relating the ideas developed in the problems to a wider context. Prereq: MATH 111 or equivalent and PHYS 101 or equivalent. (3-0)

409 Theoretical Mechanics (3) Advanced methods in mechanics and higher theoretical formulations. Matrix and tensor methods are developed. Topics include rigid body mechanics, relativistic mechanics, Lagrangian and Hamiltonian formulations. Prereq: PHYS 371, MATH 433. (3-0)

419 Electromagnetic Theory (3) Theory of the electromagnetic field from the standpoint of Maxwell's equations. Plane waves, radiation theory, and the relativistic formulation are included. Prereq: PHYS 381, MATH 432. (3-0)

429 Quantum Mechanics (3) Fundamental physical theory pertaining to the microstate of matter. Topics include quantum mechanical solutions for the harmonic oscillators, the hydrogen atom, and the angular momentum states. Prereq: PHYS 361, MATH 433. (3-0)

439 Thermodynamics (3) The first and second laws of thermodynamics; formulations, interpretations, and applications. The kinetic theory of gases and an introduction to the statistical mechanics. Prereq: PHYS 371, MATH 330. (3-0)

450 Advanced Problems in FORTRAN Programming (1) The application of the FORTRAN language to individual projects related to the individual's field of study. Prereq: MATH 330 or concurrent registration. (1-0)

471 Observational Astronomy (3) Lectures and practicum in the observation and understanding of the mechanics of the celestial sphere. Identification of the visible constellations, location, and observation of the planets, Messier objects, and solar and lunar studies. The orientation and use of the equatorial telescope will be emphasized. Two hours lecture and two hours laboratory. Prereq: Astr. 271, MATH 112 or 115. (2-1)

490 Special Topics in Physics (1-3) Advanced course for physics students; Prereq: consent of instructor.

499 Research (1-2) Advanced project in physics, done under instructor supervision. Prereq: consent of instructor.

Biophysics

The Biophysics major is a highly flexible program that allows student to customize their curriculum in keeping with their ultimate career goals. Although the program may include several science areas, it also permits the student to study one area in depth.

Major-Biophysics

56 semester hours

Requirements to earn a Bachelor of Science degree with a major in biophysics:

1. Complete the University Core Curriculum required of all students.
2. Pass 124 semester hours with a grade point average of at least 2.00; 50 hours must be at the 300 or 400 level.
3. Complete three of the following five courses: Chemistry 262, Physics 206, Biology 152, Geology 162 or Mathematics 230.
4. Complete a sufficient number of approved upper-level courses so that, when added to those taken or tested out of in (3), the sum shall not be less than 56 semester hours.

Approved upper-level courses may include all 300- and 400-level courses taught in science and mathematics.

Minor-Biophysics

24 semester hours

Requirements to earn a minor in biophysics are:

1. Complete three of the following five courses: Chemistry 262, Geology 162, Biology 152, Mathematics 230, Physics 206.
2. Complete a sufficient number of approved upper-level courses in science and mathematics so that, when added to those taken in (1), the sum shall not be less than 24 semester hours.

Science Teaching Major (Teacher Certification)

Students who wish to prepare for careers as science teachers at the secondary school level should choose the Science Teaching major. This major is designed to meet the Indiana Professional Standards Board (IPSB) requirements for teaching licensure in one or more of the following areas: life sciences, earth/space sciences, chemistry, and physics.

The Science Teaching major is comprised of coursework in three areas:

1. The University Core Curriculum requirements that all USI students must fulfill.
2. The professional education requirements that students in all teacher education programs must fulfill (see Bower-Suhrheinrich School of Education and Human Services).
3. The science and mathematics courses required to provide the content knowledge necessary for achievement of teaching licensure.

A minimum of 51 hours of content courses is required for the Science Teaching major. Within the Science Teaching major, students may opt for either single or dual certification/licensure. Students who seek licensure in a single science area are required to explore that content area in depth by fulfilling the single licensure program requirements for that area. Students who prefer dual certification/licensure take coursework in two content areas (either both in science, or one in science and one in mathematics) and explore these in less depth than is required for the single licensure option. Students should choose either the single or dual licensure option in keeping with their ultimate career goals, and should do so as early as possible in their undergraduate degree program. If the required courses in a student's chosen program for either the single or dual licensure option total less than 51 hours, then the student must take directed elective courses to bring the

total number of science/math content hours to 51. Specific content course requirements for the single- and dual-licensure options in each area (life sciences, earth/space sciences, chemistry, and physics) are listed in this bulletin with the academic department that offers the content coursework. The dual licensure content requirements for mathematics are the same as those listed elsewhere in this bulletin for the Mathematics Teaching minor.

The course requirements listed under the dual licensure option for each licensure area are considered to be the minimum content background necessary to meet IPSB certification requirements in that area. Therefore, students who do not pursue the Science or Mathematics Teaching major, but who wish to seek teaching certification in one of the science areas or mathematics, must fulfill, at a minimum, the content course requirements indicated for the dual licensure option in that area.

Science Teaching Minor for Elementary or Junior High/Middle School Science
24 semester hours

A minor in Science Teaching that is designed specifically to meet the needs of prospective elementary or junior high/middle school teachers. This minor is open only to students majoring in elementary education.

Required courses: Biology 141, 4 hrs. and 251, 3 hrs.; Chemistry 175 or 261, 4 hrs.; Physics 175, 4 hrs. or 205, 5 hrs.; Geology 161, 4 hrs. Directed electives to complete a minimum of 24 hours.

DIVISION OF EXTENDED SERVICES

M. Edward Jones, Ed.D., Associate Vice President for
Academic Affairs and Dean of Extended Services
Nancy Kovanic, Ph.D., Bachelor of General Studies
Program Coordinator

Bachelor of General Studies

The Bachelor of General Studies (BGS) degree program is designed to serve students who wish to pursue a broadly defined and/or individually designed baccalaureate program. BGS students will work closely with an advisor to design a program of study to meet individual educational and career objectives. The flexibility of the BGS degree will enable students to tailor educational experiences to meet personal goals, broaden their appreciation of the arts and sciences, enhance career skills and competencies, and increase career opportunities and choices.

Requirements for the Degree

The degree program consists of 124 semester hours as defined below. Other general academic and program requirements include:

1. All University general admission requirements, academic policies, and academic standards for other baccalaureate degree programs apply to the BGS program.
2. All students seeking the degree Bachelor of General Studies must fulfill University Core Curriculum requirements as part of the required 124 hours. Core curriculum requirements are listed elsewhere in this bulletin.
3. At least 30 of the 124 hours must be at the upper division (300-400) level.
4. A minimum of 30 hours of credit toward the degree must be earned at USI.
5. At least 21 hours of credit must be earned through coursework after the student has been admitted to the BGS program.
6. Students seeking admission to the BGS program should make application to the USI Admission Office. Following acceptance to the University, a second, separate application must be made to the BGS program. A personal interview is required prior to admission to the BGS program.
7. Up to six hours of credit may be awarded for an occupational experience (occupational internship). The internship must occur after admission to the program.

8. Individualized Studies Option:
BGS students who select the individualized studies option will work closely with an advisor to design a program of study to meet individual educational and career objectives. This flexible program enables students to create their own "major" utilizing courses from two or more academic disciplines. Previous hours earned at other institutions will be evaluated according to USI transfer policies.

9. Applied Studies Option:
This option is for students who have completed a formal associate degree program or have considerable college credit.

- Up to 64 hours may be transferred from associate degree programs, depending on the transferability of specific courses or programs. For technical degrees and/or certificates, credit may be awarded as a block (not a recognition of individual courses for transfer). The amount of credit awarded will be determined by the BGS committee, but may not exceed 45 hours.
- A 30-hour interdisciplinary concentration must be selected from a list of approved programs. Those currently approved include Technical Studies, Information Technology Studies, and Organizational Communication Studies.

Technical Studies

Required Courses		Hours
TECH 102	Principles of Problem Solving	3
TECH 105	Computers in Eng. Problem Solving	3
TECH 121	Engineering Modeling & Documentation	3
MET 142	Fluid Power	3
PHYS 101	Intro to the Physical Sciences	
	or	
CHEM 107	Elements in Everyday Chemistry	
	or	
BIOL 105	Biology of Human Concern	3-4
ENG 210	Technical Writing	3
SPCH 204	Business & Professional Speaking	3
TECH 311	Industrial Plant Environments	3
TECH 361	Engineering Organization & Management	3
TECH 431	Industrial Safety	3

TOTAL HOURS 30-31

Information Technology Studies
Required Courses **Hours**

CS 111	Introduction to Programming Logic	3
	*Programming Language Sequence	6
CIS 151	Computer Applications in Business	3
CIS 261	Advanced Microcomputer Applications	3
CIS 315	Management Information Systems	3
ACCT 201	Accounting Principles I (Financial Acct)	3
ASBE 231	Business Communication	3
	Directed 300/400 level electives	6
TOTAL HOURS		30

*The programming language sequence could include any of the language sequence currently offered or which might be taught in the future. The current offerings include:

COBOL	CS276 & 376
RPG	CS 257 & 357
Visual Basic	CS 288 & 388
JAVA	CS201 & 301

Organizational Communication Studies
Required Courses **Hours**

CIS 151	Computer Applications in Business	3
MNGT 141	Introduction to Business	3
SPCH 101	Introduction to Public Speaking	
	or	
SPCH 107	Interpersonal Communication*	3
ASBE 231	Business Communications	3
MNGT 201	Survey of Management	3
SPCH 312	Interviewing: Principles & Practices	3
SPCH 314	Organizational Communication	3
SPCH 420	Seminar in Organizational Communication	3
	Directed 300/400 level electives	6
TOTAL HOURS		30

*One course may count as a core curriculum requirement, the other may be used to satisfy the concentration requirement.

For additional information, contact Extended Services at 812/464-1863 or visit www.usi.edu/extserv/bgs/index.asp.

Course Description

GENS 490 General Studies Internship (1-6) is designed to recognize the value of experiential learning activities and work experience relevant to the individual's program. Each student, as directed by a faculty member, and with consultation from the Bachelor of General Studies (BGS) director, will develop a project that demonstrates the integration of prior educational and work experience with University coursework into a unified and meaningful whole. The number of hours of credit to be awarded will be determined by the faculty member, but may not exceed six. Credit will be awarded only after the student has been admitted to the BGS program.

Reserve Officers Training Corps (ROTC)

The ROTC program builds students' leadership expertise, communication and decision-making skills, as well as self-confidence, all of which can be applied immediately while still in college or upon graduation from college. The leadership and management skills taught in ROTC are in high demand in the civilian market as well as in the military.

Instruction and training given both in the classroom and at Army installations range from strategic studies to tactical exercises and include subjects from air-land battle doctrine to rappelling, marksmanship, military history, and operational considerations. New lieutenants have options for the job (branch) in which they will work. Educational delays may be requested for graduate school in medical fields and in law. All grades received for Military Science courses are included in cumulative grade point ratios.

For more information call 812/461-5304 or 812/461-5302.

Course Descriptions

MS 101 Fundamental Military Concepts (1) The course introduces the student to the basic officer competencies and establishes a firm foundation for their continued study in higher ROTC courses. Instructs basic life skills pertaining to personal fitness and interpersonal communication skills. Student will be introduced to the US Army values, national values, and expected ethical behavior. Students will be exposed to the unique duties and responsibilities of officers and the expectations of selfless service, dedication and duty to the nation. Designed to introduce the basic soldier skills and introduce squad level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. F

MS 102 Basic Leadership (1) Examines the leadership process as affected by individual differences and styles, group dynamics and personality behavior of leaders. Will introduce a generic model of problem solving. Teaches the basic skills that underlie effective problem solving in different work environments. Instructs how to relate the problem-solving model and basic problem solving skills to the resolution of mili-

tary problems. Students will experience an introduction of fundamental leadership concepts, and examine factors that influence leader and group effectiveness. Designed to teach the basic soldier skills and squad level tactical operations. Student involvement in briefings and hands on practical exercises. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. Sp

MS 201 Advanced Leadership and Management (2) Develops basic leadership abilities and management skills through instruction and hands on practical exercises. Introduces principles and techniques of effective written and oral communication. Teaches practical leader skills and examines the principle of subordinate motivation and organizational change. Student will apply leadership and problem solving to a complex case study/simulation. Class is designed to develop individual team skills, decision-making abilities, test basic tactical proficiency skills as well as improving planning and organizational skills both in and out of the classroom environment. Teaches hands on soldier skills and squad level tactical operations. Attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. F

MS 202 Leadership, Tactics and Officership (2) Further develops leadership skills by focusing on conventional basic squad and small unit tactics and introduces student to the basic tactical principles of maneuver. Examines the roots of national and Army values, and better citizenship. Allows student to apply principles of ethical decision-making and resolve ethical issues in case studies. Examines the legal and historical foundations, duties and function of the Army officer. Students will analyze the roles officers played in the transition of the Army from the Vietnam conflict to the 21st Century. Teaches basic soldier skills and squad level tactical operations. Special attention is devoted to development of leadership potential through practical exercises both in and out of the classroom. No prereq. Sp

MS 204 Leader's Training (Basic Camp) (4) Conducted at Fort Knox, Kentucky, home of the United States Armor Branch, during the summer months covering a training period of approximately 30 days of paid training and excitement. The Department of Military Science ROTC battalion provides travel to and from Fort Knox. While at camp you will meet students from all over the nation while earning approximately \$800 in pay and receive free room and board while at camp. While at camp, you may apply for a two year ROTC scholarship to cover up to \$16,000 at selected high cost universities to pay for your remaining two years of college, \$510 annually for books and earn a monthly stipend of over \$200 for 10 months per year. The Basic Camp is a way to catch up on missed Military Science courses in order to qualify the student to contract into the Advanced ROTC Course at USI. Prereq: departmental approval. Su

MS 241 U.S. Military History I (1740-1900) (3) The course will focus on U.S. military activity from the French and Indian War through the Spanish American War. Emphasis is on issues in command, impacts of technology, and the evolution of strategy and tactics in modern warfare. Students will conduct a battle analysis using a variety of techniques. F

MS 242 U.S. Military History II (1900-Present) (3) The course will focus on U.S. military activity from before WWI through the Persian Gulf War as well as highlighted concepts in contemporary peacekeeping operations. Emphasis is on issues in command, impacts of technology, and the evolution of strategy and tactics in modern warfare. Students will conduct a battle analysis using a variety of techniques. Sp

(JUNIOR YEAR)

MS 301 Small Unit Leadership (3) Course is designed for those students who contract with Army ROTC to continue their military studies in pursuit of a commission as an officer into the Army following graduation from college. Course focus is to build cadet leadership competencies in preparation for attendance and successful completion of ROTC Advanced Camp, Ft. Lewis, Washington. Provides an in depth review of the features and execution of the Leadership Development Program, providing the cadet with periodic assessment of performance in leadership positions. Students will study squad and platoon level tactics, troop leading procedures, mission analysis, land navigation skills training, military operations plans and orders development, execution of squad battle drills, and basic briefing techniques. Prereq: department approval. F

MS 302 Small Unit Operations (3) Course is a follow-on module to the MS 301 class, in preparing cadets for attendance and successful completion of ROTC Advanced Camp, Ft Lewis, Washington. Focus will center on advanced self-development through the Leadership Development Program, and an advanced-learning environment of doctrinal leadership and tactical operations at the small unit level. Cadets will plan and conduct individual and collective skill training for offensive operations, and a Field Training Exercise during the spring semester. Cadets will be exposed to the developmental counseling program throughout the course period. Prereq: MS 301 and departmental approval. Sp

(SENIOR YEAR)

MS 401 Leadership, Management and Ethics (3) Course is designed to develop, train and transition the advanced course graduate from cadet to lieutenant for service as an officer. Cadet will study army staff organizations, how they function and the processes of the army's hierarchy organizational structure. Students will learn in depth counseling responsibilities/methods, officer and non-commissioned officer evaluation report development, officer evaluation report support form development, and training plan development. Course analyzes the legal aspects of decision-making and leadership in action. Course will expose cadets to the foundations of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice. Cadet will receive training on basic leader responsibilities to foster an ethical command climate and how to meet moral obligations, as well as leader responsibilities to accommodate subordinate spiritual needs. Prereq: departmental approval. F

MS 402 Transition to Lieutenant (3) Continued advanced development and transition of the advanced camp graduate from cadet to lieutenant for service as an officer. Course is a follow-on module to the MS 401 class. Course will expose cadets to the in depth study of leadership, operational law, and the key aspects of the Uniformed Code of Military Justice, with a hands on approach with interactive scenarios being utilized in class. Students will undergo hands on training and instruction in Joint Ethics regulations, joint strategic level operations, study of army administrative and logistics management, in depth counseling techniques and duty at first military assignment. Course will cover the Army's training philosophy, METL development, equipment readiness, and rules of engagement during deployment operations. Students will also receive training in personal awareness financial planning. Prereq: MS 401 and departmental approval. Sp

MS 499 Military Science Independent Study (1-4) An opportunity to investigate a topic of particular interest to the student under the supervision of a faculty member. Requires extensive reading, research, analysis, and writing. F, Sp

UNIVERSITY DIVISION

Dr. Charles Harrington, Ph.D., *Assistant Vice President for Academic Affairs*

Mark Razor, M.A., *Acting Director of University Division*

The University Division coordinates a variety of academic programs and services, including academic support services for all USI students and academic advising for students without a declared major or classified as non-degree, guest, high school agreement, or conditionally admitted students. The Division comprises University Division Advising, Academic Skills, and the Learning Center for the Indiana Partnership for Statewide Education (IPSE). The IPSE Learning Center serves students enrolled in distance education courses.

University Division Advising

University Division advisors offer guidance to those uncertain about their educational, career, and lifetime goals. Conditionally-admitted students meet regularly with University Division advisors and take an academic support course (GENS 101—Freshman Seminar) to help them make a successful transition from secondary education to university work. Peer advisors (student mentors) also help in advising University Division students, adding the student perspective to class selection. Advisors are available to students 8 a.m. to 6 p.m. Monday through Thursday and 8 a.m. to 4:30 p.m. on Friday.

Like all baccalaureate degree-seeking students, University Division students spend much of their first four semesters completing University Core Curriculum, the nucleus of liberal arts education. These courses help students become better problem solvers, better citizens, and more thoughtful human beings. These requirements and the special academic advice University Division students receive establish a strong foundation for advanced study and encourage students to use their curiosity and enthusiasm to inquire into many realms of knowledge. The University Division program seeks to help students become more flexible, to see relationships among disciplines of study, and to develop the basis for lifelong learning and work.

Course Descriptions

Freshman Seminar, scheduled each semester, is open to University Division students only. It is a graded course for one credit, and does apply toward the 124-hour degree requirement.

101 Freshman Seminar-1 hour. This course helps the first-semester freshman adjust to the university work load and environment. It includes intensive instruction and practice in study skills, geared to the whole spectrum of learning styles. Students discover what resources are available to help them, discuss issues of values and behavior in the college setting, and learn to take responsibility for their own learning. The course is highly interactive and employs a variety of teaching styles.

Academic Skills

The mission of Academic Skills is to provide support services, classes, and learning assistance programs to enhance student success and the educational process at USI. Services are available in two locations. The main center, open Monday through Friday from 8 a.m. to 4:30 p.m., is located in the lower level of the Orr Center, Room 012. The Center for Academic Skills in Housing (CASH) is a satellite tutoring center located in Room 8114A of the O'Daniel Wright Building. Open Sunday through Thursday from 4:30 to 9:30 p.m., CASH also offers additional satellite tutoring in Newman Hall, Governors Hall, and the Residence Life Office on selected evenings from 6 to 9 p.m.

Placement Testing

All incoming freshmen and some transfer students are required to take placement tests in math, reading, and English. Foreign language testing in French, German, and Spanish is optional. Academic Skills offers appointments Monday-Friday at 8:30, 9:30, 11:30 a.m. and 1:30 p.m.

Tutoring

Academic Skills strives to provide the best services possible to help students succeed. Tutoring is available in math, English, reading, and study skills. Tutoring in additional subject areas varies by semester, but subjects usually include accounting, biology, chemistry, English as a Second Language (ESL), nursing, and stats. Peer tutors complete an extensive training program and earn CRLA (College Reading and Learning Association) certification. Volunteers are distinguished professionals from the community who contribute their time. Students interested in becoming tutors should visit Academic Skills for more information.

Supplemental Instruction (SI)

SI provides students with an opportunity to study in a group with a successful, experienced student. Three voluntary study sessions per week are offered for specific

classes that have proven to be difficult. By participating in SI where it is offered, students can earn better grades while learning effective study skills, make efficient use of their study time, and make friends who also have strong academic goals.

ACHIEVE

ACHIEVE is an early-warning system that assists faculty in dealing with students headed for probable failure. Weeks three, four, and five of the semester represent the first critical period when instructors observe students with low skill levels, poor attendance, missed assignments, and limited note-taking activity. At the request of instructors, Academic Skills will contact students and provide early intervention strategies to help them ACHIEVE success.

Brown Bag Seminars

Brown Bag Seminars are lunch-hour learning experiences held in a relaxed atmosphere intended to provide an intellectual break from the pressure of the academic day. Offered by faculty and staff on campus, Brown Bag Seminars cover a wide variety of topics including money management, learning styles, leadership strategies, and time management skills.

General Studies (GENS) Classes

Placement test results may indicate a need to improve basic skills, so Academic Skills offers General Studies (GENS) courses designed to prepare students to meet the demands of college-level work.

Course Descriptions

Two ESL (English as a Second Language) three-hour, non-degree credit courses are offered for students whose primary language is not English.

095 ESL Writing (3) This course is designed for students whose primary language is not English. It is a discussion/practice composition course. Focus is on organization and development of information in paragraphs and short essays with emphasis on correct sentence structure. Students will have weekly written assignments.

096 ESL Reading (3) This course is designed for students whose native language is not English. It will enable these students to improve their reading comprehension of academic materials. Class activities include in-depth discussion of reading selections and frequent written assignments.

Three non-degree credit courses are open to all students who wish to improve their basic skills.

097 Algebra Review (3) This course begins with a review of fractions, then moves quickly to the language of algebra including order of operations, exponents, positive and negative numbers, linear equations, polynomials, and factoring. Credit in this course will not apply to a degree. Students whose math placement scores meet the University's established readiness level for Gens 097 may enroll. Students whose math scores are below the University's established readiness level for this course may enroll only with the permission of the Academic Skills coordinator.

098 Strategies for Writers (3) This course will provide opportunities to learn and to practice strategies for responding to college writing assignments. The grammar emphasis in this course will occur in response to student work, which will include journals and teacher-assigned writing. Students will practice strategies for focusing, organizing, developing, and revising their work, with special attention to learning editing strategies for standard grammar, usage, and expression. Credit in this course will not apply to a degree. Students whose RCPE (Rhetoric and Composition Placement Exam) score meets the University's established readiness level for Gens 098 may enroll in this course.

099 Strategies for College Reading (3) This course includes a strong emphasis on strategies for deriving meaning from academic texts. Samples from current university textbooks used in introductory courses will be used to help students determine stated and implied main ideas and to then select the supporting details, to make inferences, to understand transitions, to distinguish fact from opinion, and to learn to summarize and outline. Students may improve their vocabulary and improve understanding of the use of words in context by reading both textbooks and works of fiction and biography. Credit in this course will not apply to a degree. Students whose reading placement score meets the University's established level of readiness for Gens 099 may enroll in this course.

The courses scheduled each semester for students in all degree programs for elective credit are:

105 College Study Strategies (1) This course helps incoming freshmen, current students in need of better study skills, and adults re-entering or contemplating re-entry to formal education assess their current approach to studying. It offers suggestions and practice to improve study methods. The course topics include time management, notetaking from lectures and textbooks, exam preparation, listening skills, memory, concentration, test anxiety, and organization. GENS 105 is open to all students for elective credit in all degree programs.

111 Career Planning (1) Confusion about career planning occurs among undergraduates as well as among individuals who have entered the working world. This course benefits any student who is undecided about a career choice. The course is designed to increase self-awareness, familiarize participants with informational resources available to help in career planning, and provide individualized assistance with career decision-making. GENS 111 is open to all students for elective credit in all degree programs.

151 Reading Power (3) The development of efficient reading will enable the student to achieve the highest level of reading power. The student is introduced to specialized techniques that are of particular value in improving speed and achieving success. An emphasis is placed on practice of specific methods designed to increase comprehension of all major elements of written communication. The student whose reading placement recommendation meets the University's established level of readiness may enroll in this course.

OFFICE OF GRADUATE STUDIES

812/465-7015

The Office of Graduate Studies, located in the Byron C. Wright Administration Building, serves graduate students and a graduate faculty whose primary goals are the advancement of scholarship, research, and creative activity. It is through the encouragement and support of these goals that the institution contributes to the development of knowledge and the professional preparation of its graduate students.

Instruction through formal directed study, seminars, and independent research provides graduate students with ample opportunities to acquire advanced knowledge. Programs are designed to improve the student's professional and scholarly abilities.

The primary responsibilities of the Office of Graduate Studies are to maintain and enhance the quality of graduate programs and to facilitate research and creative activity. The Graduate Council, the legislative and administrative body for graduate programs of the University, sets policies and regulations governing graduate work. The Graduate Council conducts the business of the faculty having to do specifically with graduate education, including development, direction, and implementation of graduate programs.

Accreditation and Affiliation

The University is accredited through the master's level by the North Central Association of Colleges and Schools (NCA), 30 North LaSalle, Suite 2400, Chicago, Illinois 60602, telephone 312/263-0456, and is a member of the Council of Graduate Schools and the Midwestern Association of Graduate Schools.

Graduate Degree Programs

The University has authorization to confer the following graduate degrees: Master of Arts in Liberal Studies, Master of Business Administration, Master of Health Administration, Master of Public Administration, Master of Science in Accountancy, Master of Science in Education, Master of Science in Industrial Management, Master of Science in Nursing, Master of Science in Occupational Therapy and Master of Social Work.

Graduate Academic Fields

School of Business

- Accountancy
- Business Administration

Bower-Suhrheinrich School of Education and Human Services

- Elementary Education
- Secondary Education
- Social Work
- Transition to Teaching-Elementary
- Transition to Teaching-Secondary

Pott School of Science and Engineering

- Industrial Management

School of Liberal Arts

- Liberal Studies (Interdisciplinary with Pott School of Science and Engineering)
- Public Administration

School of Nursing and Health Professions

- Acute Care Nurse Practitioner
- Clinical Nurse Specialist
- Family Nurse Practitioner
- Geriatrics Nurse Practitioner/Clinical Nurse Specialist
- Health Administration
- Nursing Educator
- Nursing Management and Leadership
- Occupational Therapy

Post-baccalaureate certificate programs are offered in Health Professions Education and Health Professions Management.

Admission

Admission to Graduate Studies

All requests concerning admission to graduate study should be addressed to the following office:

Office of Graduate Studies
University of Southern Indiana
8600 University Boulevard
Evansville, Indiana 47712
812/465-7015
E-mail: gssr@usi.edu
Web site: www.usi.edu/gradstud/gradstud/

Application for admission must be made on official application forms provided by the Office of Graduate Studies. All application credentials become the property of the University and are not returned to the student.

Initial Steps by Applicants

A student seeking admission to graduate study must submit the following materials to the Office of Graduate Studies:

- All requested application materials, including a completed application form provided by the Office of Graduate Studies, accompanied by a \$25 non-refundable one-time application fee made payable to USI, at least one month prior to entry date sought. Some programs require an earlier submission date.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- All other admission credentials required by the particular program for which admission is sought.

Regular Admission Requirements

The following standards have been established for regular admission to a program of graduate study leading to the master's degree:

- Graduation with a bachelor's degree (minimum cumulative GPA 2.5) from a college or university accredited by the North Central Association of Colleges and Schools or a comparable association.
- A minimum grade-point average of 3.0 in all courses taken at the graduate level at all schools attended.
- An undergraduate record that provides adequate preparation to begin graduate study.
- Satisfactory performance on the Graduate Record Examination, PRAXIS I test, or Graduate Management Admissions Test when required.
- Any other requirements for admission that have been established and approved by the Graduate Council.

Conditional Admission

Admission to graduate study on a conditional basis may be granted. One or more of the following factors may be involved when conditional admission is granted:

- A student who has undergraduate deficiencies in the area in which graduate work is desired may be granted conditional admission to graduate study. Undergraduate work needed to make up deficiencies may be a necessary part of the student's program. Such work will not carry graduate credit. Nor will it count as credit toward a graduate degree. In general, graduate-level courses taken to make up deficiencies will not apply toward the minimum number of hours required for the degree.
- University seniors who qualify for enrollment in a limited amount of graduate work may be granted conditional admission.
- When a student's credentials have not yet been reviewed, conditional admission may be granted.
- Students whose native language is not English may be admitted on the condition that evidence of adequate English proficiency is provided prior to registration.
- The student whose preparation, academic record, or program requirements do not merit regular admission may be granted conditional admission.
- Students admitted conditionally must receive a B average in their first six hours in the graduate program. A student admitted conditionally who earns an Incomplete in the first two courses must remove the Incomplete before enrolling in additional coursework.

International Students

International students are subject to all requirements for admission to graduate studies. Application for admission should be made at least six months prior to the date of anticipated enrollment. Admission credentials must include:

- An application for admission.
- Payment of the application fee.
- An official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate or graduate work; transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. The records should show a complete list of courses taken, grades received, and any diplomas or certificates earned. They also should indicate the number of credits awarded for each course or the number of hours of classroom, lecture, and laboratory and include information about the school's grading scale.
- Supplemental information form for international students which includes a financial summary stating amounts and sources of support for the duration of study.
- Verification of English competency.

English competency is established by achievement of a minimum of 500 on the paper-based Test of English as a Foreign Language (TOEFL) or 173 on the computer-based exam. All foreign-born applicants whose primary spoken language is not English must provide official scores on the TOEFL before being admitted; these scores must be less than two years old. Official test results should be sent to the Office of Graduate Studies at the time of application. Exception: International students whose native language is English or who have graduated from an American university in which the language of instruction is English are not required to demonstrate language proficiency. Information about the TOEFL administration dates and registration procedure may be obtained from TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, USA; telephone 609/771-7100. The Web address is www.toefl.org.

Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript. Where colleges and universities routinely issue transcripts in English, those documents can be accepted as official; otherwise we require foreign language originals with an English translation.

English translations of all foreign language educational documents must accompany the originals. Translations should follow the same format as the foreign language original. The accuracy of the translation must be certified either by an appropriate officer at the issuing school or by an appropriate government officer at the Ministry of Education, consulate, or embassy.

Non-degree Status/Special Student Admission

Students who hold a bachelor's or higher degree from an accredited institution and wish to take graduate course work for credit may take up to six hours before they must be admitted to a program. Students wishing to apply for this status must submit necessary application credentials and the one-time non-refundable \$25 graduate application fee payable to USI and be approved for admission by the appropriate department/school and by the director of Graduate Studies. Official transcripts are required of all undergraduate and graduate course work attempted. Have each registrar send transcripts directly to the Office of Graduate Studies, USI, 8600 University Boulevard, Evansville, IN 47712-3596. The Graduate Studies office must receive the transcripts by the end of the first semester the student is enrolled in graduate course work.

Special Student Guest Admission

A student in good standing in any regionally-accredited graduate school who wishes to enroll in graduate courses for credit for the purpose of transferring this credit to his or her graduate school may be admitted under the category of Special Student Guest Admission. This admission is valid for only one semester or one five-week or longer summer term, but may be renewed any number of times upon reapplication. Students wishing to apply for this status must submit necessary application credentials and the one-time non-refundable \$25 graduate application fee payable to USI and be approved for admission by the appropriate department/school and by the director of Graduate Studies. Official transcripts are required of all undergraduate and graduate course work attempted. Have each registrar send transcripts directly to the Office of Graduate Studies, USI, 8600 University Boulevard, Evansville, IN 47712-3596. The Graduate Studies office must receive the transcripts by the end of the first semester the student is enrolled in graduate course work.

The University assumes no responsibility for the transfer of graduate work to any other university. The student should ascertain transferability of credit with the degree-granting institution prior to enrolling at University of Southern Indiana.

University Seniors

A senior student at the University with an overall grade point average of 3.0 or higher who is enrolled in his/her last semester of undergraduate work may be granted conditional admission to enroll in a limited amount of graduate course work.

Residence Classification for Fee Purposes

In-state residence requires a bona fide permanent domicile in excess of 12 months. Holders of degrees from the University who at the time of graduation were residents of the State of Indiana shall, for the purpose of subsequent registrations in the University, be classified as residents of Indiana. 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 twelve (12) month period of residence. The Office of Graduate Studies, 812/465-7015, can answer questions regarding residence classification.

Non-Resident Fees

In addition to the combined fees required of all students, those who are not residents of the State of Indiana must pay additional non-resident fees for on-campus study during the regular academic year and summer sessions.

Graduate Financial Assistance

Student financial assistance includes scholarships, loans, assistantships, and student employment under the Work Study program.

Application for Financial Assistance

To have financial assistance processed in a timely manner and to be considered for all types of assistance, students must file the Free Application for Federal Student Aid (FAFSA) prior to March 1 preceding the academic year for which aid is being requested. Starting in 2003-2004, the FAFSA must be received by the Federal Student Aid Program by March 10 for the applicant to be considered for State of Indiana financial assistance. The academic year begins in fall and ends in spring.

While the Free Application for Federal Student Aid (FAFSA) covers fall through the following summer, summer aid requires special processing. The summer is made up of three sessions but classes may meet for five, 10, or 15 weeks. Since the summer is the same length as a regular semester, it has the same enrollment requirements. Half-time is at least six semester hours and student loans require at least half-time enrollment.

A separate Stafford Loan request form is required for summer. And since eligibility for most programs depends on how much aid was used during the past academic year, it is recommended that students meet with their financial aid counselors to determine summer eligibility for financial assistance well before summer registration in April.

Summer Work Study is available for both enrolled and non-enrolled students. Non-enrolled students must be registered for the upcoming fall semester. Students may work full-time during periods of non-enrollment but a percentage of earnings from these periods will be used to meet students' need in the upcoming academic year. Thus summer employment can reduce students' eligibility for certain programs during the academic year.

Applications are available in the USI Student Financial Assistance Office. Write or call for more information.

Student Financial Assistance Office
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3597
812/464-1767
800/467-1965

Transfer Students

Students who have attended another college within a three-month period prior to enrolling at USI must have their records checked on the National Student Loan Data System by USI staff. All transfer students must have final academic transcripts evaluated. Mid-year transfers can expect delays in Stafford Loan processing due to final transcripts arriving after the start of the semester.

Enrollment Status/Credit Level

To be considered a full-time graduate student for the purpose of receiving most financial aid requires that the student be enrolled in graduate courses totaling at least nine semester hours during each semester. Four semester hours is a full-time load in any summer session. A load of five semester hours of graduate course work during a regular semester is the minimum amount for consideration as a half-time graduate student.

NOTE: Assistance may be reduced or withdrawn for less than full-time enrollment. Only credits which are required for successful completion of the student's degree program may be counted in the determination of enrollment status. Students who receive aid for courses not required for graduation will be directed to repay all or a portion of such aid. Some financial aid programs require continuous full-time enrollment. Scholarship recipients are responsible for knowing and complying with the rules specific to each scholarship program.

Financial Responsibility

Students who do not receive a financial aid notification letter prior to billing must pay their fees by the due date in order to retain the classes for which they are pre-registered. The Bursar's Office offers an installment payment plan that permits multiple payments for an additional processing fee.

Most types of aid will appear as a credit against fees on the bill sent prior to the start of classes. Some aid types, such as Work Study, require special procedures and will not appear on the bill. Estimated aid that appears on the bill may be deducted from the total fees. If no payment is required, students must sign and return their bills by the due date to

ensure that classes will be reserved and not canceled. Students should contact the Student Financial Assistance Office if they have questions about these procedures.

Reasonable Academic Progress

Graduate students who receive financial assistance at the University of Southern Indiana must maintain reasonable academic progress toward the achievement of their degree. While certain scholarship and grant programs have more stringent requirements, this policy sets the minimum standards for evaluating reasonable academic progress for graduate-level federal and state programs.

Enrollment in Graduate Program

Financial aid recipients must take only courses which apply to their graduate program. Prerequisite undergraduate courses do not count toward enrollment status for graduate-level financial assistance. Special students and guest students are not eligible for assistance.

Cumulative Grade Point Average

Financial aid recipients are required to maintain a minimum grade point average as they progress toward achievement of their degree. Graduate students will be evaluated as follows:

- **New students** - Must be admitted to Graduate Studies in a specific degree program.
- **Transfer and Readmission Students** - Must have a minimum transfer graduate point average of 3.0 and be admitted to Graduate Studies in a specific degree program.
- **Continuing Students** - Must have a minimum USI graduate cumulative grade point average of 3.0 and be in good standing as a graduate student.

Successful Completion Rate

Financial aid recipients are required to successfully complete all credits attempted each term. Attempted credits are defined as the total number of hours in which the student is enrolled on the first day of classes in any term. No allowance is made for withdrawals in the first week of class. Graduate students who fail to successfully complete all credits attempted will be placed on probation or have aid eligibility suspended. Successful completion of 50 percent but less than 100 percent of attempted credits will result in probation. A successful completion rate of less than 50 percent will result in suspension of aid eligibility.

Graduate students are limited to 56 attempted credits (including transfer graduate credits) in pursuit of a master's degree. Students pursuing second and subsequent graduate degrees are limited to 45 attempted credits including credit given for prior graduate studies.

Transfer Credits

Graduate credits accepted by USI from other institutions will be used in both the completion rate and cumulative GPA evaluations. The cumulative GPA will be determined by the registrar using only credits attempted at USI, but credits transferred to USI will count as credits attempted and credits earned.

Incompletes and Course Repeats

Incomplete grades must be converted to a passing grade by the end of the following regular term (fall or spring). Incompletes, which remain beyond the following term, will be considered failing grades for financial aid purposes. Graduate courses in which a minimum grade requirement is not met may be repeated one time for financial aid purposes. Such courses count toward the maximum attempted credit limit stated under Successful Completion Rate.

Probation

Reasonable academic progress will be evaluated at the end of the fall, spring, and summer terms. Probation with continuing financial assistance will be imposed for students who do not comply with this policy. Students placed on probation will have one semester to establish reasonable academic progress.

Reasonable academic progress for students on probation requires the student to achieve a 3.0 minimum cumulative grade point average and a two-term successful completion rate of at least 80 percent of attempted credits. For example, if a student attempts nine credits and successfully completes six and then enrolls in nine credits the following term, the student must successfully complete all nine credits in the second term with a minimum cumulative GPA of 3.0 to avoid suspension of aid eligibility.

Suspension

Students who fail to establish reasonable academic progress after being placed on probation for one semester will have their financial aid eligibility suspended until they comply with this policy. A successful completion rate of less than 50 percent will also result in suspension.

Mitigating Circumstances

If a student's failure to maintain reasonable academic progress is a result of illness, family circumstances, or other conditions beyond the student's control, the student may appeal to the Financial Aid Advisory Committee for a waiver of this policy. All such appeals must be submitted within 60 days of the end of the term in question and documentation by a third party (e.g., doctor, counselor, or attorney) will be required when applicable. Appeals should be sent to the following address: Student Financial Assistance Advisory and Appeals Committee, Office of Student Financial Assistance, University of Southern Indiana, 8600 University Boulevard, Evansville, IN 47712.

Students will receive a written response to their appeal within 45 days. Appeals submitted less than 30 days prior to the start of a term for which assistance is desired may not be processed before tuition and fees are due. Students must be prepared to pay their tuition and fees pending the outcome of their appeal.

Institutional Refund Policy for Financial Aid Recipients

Students who withdraw from the University or change enrollment status during the fee refund period will be required to restore refunded fees to the financial aid account from which the money originated. The full amount of fee refunds will be used to repay student aid accounts until all student aid is reimbursed.

Students who withdraw from or cease attendance at the University prior to the 10th week in fall or spring may be required to repay a portion of any financial aid which exceeded actual fees and books. Summer session refunds are calculated on the length of individual class schedules. The current refund policy for financial aid recipients is available in the Student Financial Assistance Office.

NOTE: Assistance may be reduced or withdrawn for less than full-time enrollment. Only credits that are required for successful completion of the student's degree program may be counted in the determination of enrollment status. Students who receive aid for courses not required for graduation will be required to repay all or a portion of such aid.

General Eligibility Requirements for Federal Student Aid

To receive Federal Work Study, Perkins Loans, and Stafford Loans, a student must meet the following general requirements and additional program-specific requirements. A federal aid recipient must:

- Be a U.S. citizen or eligible non-citizen.
- Be registered for the draft with Selective Service if required by current law.
- Have a high school diploma or GED.
- Have financial need.
- Attend a school that is eligible to participate in one or more federal aid programs.
- Be enrolled at least half-time (except for Federal Work Study and Perkins Loan).
- Be working toward a degree.
- Be making reasonable academic progress, and not be in default on a Title IV or Higher Education Act (HEA) student loan, or owe a repayment of a Title IV or HEA grant received for attendance at any institution.

Federal Financial Aid Programs

- Federal Work Study (FWS)
- Federal Stafford Loans (subsidized and/or unsubsidized interest)

For more information or to receive an application form for financial assistance, contact:

Student Financial Assistance
University of Southern Indiana
8600 University Boulevard
Evansville, IN 47712-3597
812/464-1767
Toll-free 800/467-1965

University Scholarships, Grants, and Employment

Reciprocity

Thanks to the Indiana Commission for Higher Education and the Kentucky Council on Higher Education, a reciprocal agreement between Kentucky and Indiana provides an opportunity for the residents of Daviess, Hancock, Henderson, and Union counties in Kentucky to attend the University of Southern Indiana while paying "in-state" tuition and fees. An eligible student:

-
- Must be accepted and enrolled at USI.
 - May enroll in any undergraduate or graduate degree program.
 - May enroll on a full-time or part-time basis.
 - Shall be subject to the same admission standards as resident students.
 - Shall be assessed tuition and fees at resident student rates.

Child of Disabled or Deceased Veteran (CDV). State universities in Indiana waive certain fees for children of a service-connected disabled or deceased Veteran. The veteran must have received an honorable discharge and the student must be classified by USI as an Indiana resident for tuition purposes. At USI, waivers of the contingent fee are available for a total of four years of study (124 semester hours) under the CDV program including study at other state universities. This benefit is available for both undergraduate and graduate study.

Applications are available in the Student Financial Assistance Office and must be certified by the Indiana Department of Veteran Affairs in Indianapolis.

Child of POW/MIA. State universities in Indiana waive all fees for the child of any person who was a resident of Indiana at the time of entry into the U.S. Armed Forces and was classified as a prisoner of war (POW) or missing in action (MIA) after January 1, 1960. Eligible children must have been born before or during the time the parent served as a POW or was declared MIA. Contact the Student Financial Assistance Office for applications and information.

Child of Indiana Police Officer or Firefighter Killed in the Line of Duty. State universities in Indiana waive certain fees for the children of Indiana police officers or firefighters killed in the line of duty. USI waives the contingent fee for a maximum of 124 semester hours of study through age 23. This benefit may be used for undergraduate or graduate study. Full-time enrollment is required. Contact the Student Financial Assistance Office for more information.

Graduate Assistantship. Students admitted to a graduate program and enrolled in a minimum of six graduate credit hours per semester may qualify for a limited number of graduate assistantships. In addition to pursuing a formal program of graduate study, a graduate assistant performs professional duties and assumes responsibilities commensurate with his/her educational background and experience. A graduate assistant receives a fee waiver and is paid wages for work performed. Applications are available in the Office of Graduate Studies.

Student Employment. In addition to Federal Work Study, the University employs some students as part-time employees. Contact the Career Services and Placement Office in the Orr Center for information about non-Work Study student employment both on and off campus.

Limitation on Participation. When institutional and/or state programs provide for payment of the same fees (e.g., contingent fee), the student will receive financial assistance from the program that pays the largest benefits. Students cannot apply awards to payment of fees for which the award was not intended.

Financial Aid Transcripts Required

Financial aid transcripts for all prior Indiana postsecondary study also are required. For fee waivers as a child of an eligible parent (veteran, POW/MIA, police officer, or firefighter), student applicants must provide a copy of their birth certificate if the parent's surname is different from their own.

FEES AND EXPENSES

Contingent, Student Service, and Academic Facilities Fees

Indiana residents who are graduate students pay a combined contingent, student service, and instructional facilities fee of \$166.25 per semester hour.*

NOTE: Registered students must remit payment by the due date on their billing statement. (Fees may be paid by using Master Charge, VISA, or Discover credit card, personal check, money order, or cash.)

Non-Resident Fees

Non-resident graduate students pay an additional \$167 per semester hour.*

Schedule of Fees (Effective Fall Semester 2002) Fee Per Semester Credit Hour

Graduate	Indiana Resident	Non-Resident
Contingent Fee	\$137.25	\$105.75
Instructional Facilities Fee	18.00	18.00
Student Services Fee	11.00	11.00
Non-Resident Fee		167.00
Total Fees	\$166.25	\$333.25

Other mandatory fees include:

University Services Fee (eight or more credit hours per semester)	\$30.00
University Services Fee (more than three and fewer than eight credit hours per semester)	\$22.75
University Services Fee (three or fewer hours per semester)	\$10.00
University Services Fee Summer	\$10.00
Technology Fee (per credit hour)	\$5.00
Transportation and Parking Fee (eight or more credit hours per semester)	\$25.00
Transportation and Parking Fee (more than and fewer than eight credit hours per semester)	\$20.00
Transportation and Parking Fee (three or fewer credit hours per semester)	\$15.00

NOTE: Fees are set annually and students should expect fees to increase slightly.

Refunds and Special Fees

Application Fee. Students submitting an application for graduate studies, programs, non-degree seeking or guest status must remit a \$25 non-refundable one-time application fee made payable to USI.

Breakage Fee. A breakage fee is charged in various laboratories for laboratory equipment which is either non-usable or which is not returned in good condition.

Change of Schedule Fee. A student who initiates a change of schedule will pay a fee of \$15.

Computer Lab Fee. A charge of \$35 is made to all students enrolling in selected laboratory/studio courses. These charges and courses are identified at each registration period.

Health Professions Insurance. Students enrolled in courses that involve coursework with direct patient care are assessed a \$15 fee.

Distance Learning Fee. Students who are enrolled in distance education courses are assessed a fee of \$30 per credit hour. Distance education courses may also have additional fees that are course specific.

Late Registration Fee. A fee of \$25 will be assessed to a student who fails to complete registration including payment of fees on the dates and within the hours specified in the published procedure for registration for any semester or summer term.

Parking Fine. The Office of Safety and Security may assess fines for parking and traffic violations in accordance with University of Southern Indiana traffic regulations.

Payment Plan Fee. Students who choose to use the University Payment Plan are charged a \$30 fee. Students who fail to make a scheduled payment will be assessed a \$15 late payment penalty.

Replacement of Eagle Access Card Fee. A fee of \$10 will be charged to students who apply for a replacement student ID card, called the Eagle Access Card.

Supervised Teaching Fee. Students who have not completed 40 semester hours of work at the University of Southern Indiana may be charged an additional special fee of \$12 per semester hour when registering for supervised teaching courses.

Refund Policy (fall and spring semesters). Students who drop one or more courses during the first week of a semester will receive a 90 percent refund of fees; during the second week an 80 percent refund; during the third week of a semester a 70 percent refund; during the fourth week of a semester a 60 percent refund. No refund will be made for courses dropped thereafter. This policy is applicable to both class schedule changes and withdrawals from the University.

Refund Policy (summer sessions). Students dropping courses or withdrawing from the University on the first or second day of summer session classes will receive a 90 percent refund; on the third or fourth day of classes an 80 percent refund; on the fifth or sixth day of classes a 70 percent refund; on the seventh or eighth day of classes a 60 percent refund. No refund will be given for dropped courses or withdrawals after the eighth day of summer session classes.

Academic Information and Policies

General Requirements

A master's degree is awarded to a student upon completing an approved graduate curriculum, earning a minimum of 30 semester hours of graduate credit, and conforming to all rules and regulations of the Office of Graduate Studies. A comprehensive project or thesis may be required in some programs.

The degree requirements of certain programs may exceed those of the Office of Graduate Studies noted above. The student should contact the appropriate program director for information about specific program requirements.

Academic Year

The University's academic year includes two semesters and three five-week summer sessions. The academic calendar is published for each term in the Schedule of Classes.

Regulations

The University reserves the right to amend or otherwise change the requirements regarding admission, and to drop, add, or change the arrangement of courses, curricula, the requirements for retention, graduation, degrees, and other regulations of the Office of Graduate Studies. Such regulations shall be effective whenever determined by the appropriate faculty and administrative bodies; they may govern both old and new students. The University Code of Conduct describing policies covering the general behavior of students is published in Student Rights and Responsibilities in this bulletin. It also is available from the Office of Student Life.

Enrollment and Registration

Registration for graduate work that is to be applied toward a degree requires a valid current admission to a graduate program.

When all conditions for registration have been met, students can pick up registration materials. Graduate students must consult with advisors and have courses approved. The registration process will take place as outlined in the Schedule of Classes for each semester or summer term.

Auditing Graduate Classes

Only appropriate undergraduate courses may be open for audit. Graduate courses are not appropriate for audit. No graduate course may be audited.

Student Load

1. During a regular semester the full-time course load of any combination of graduate and undergraduate courses is 12 semester hours. When exceptional situations prevail, the student may request permission to enroll for additional hours. Such permission must have the approval of the advisor, the program director and the director of Graduate Studies. A student enrolled in fewer than nine hours of graduate work is classified as a part-time student.
2. During a summer term of five weeks, a full-time graduate load may range from four to six semester hours, with six being the maximum. Persons enrolled in organized courses of less than five weeks duration may earn no more than one semester hour for each week in residence. Under no circumstances will a student be permitted to earn more than six semester hours of graduate or any combination of graduate and undergraduate credit during a summer term of five weeks.

Enrollment Status for Financial Aid

See the section on Graduate Financial Assistance for enrollment minimums for eligibility for assistance.

Course Numbering System

Courses bearing the catalog number 500 or higher carry graduate credit. Courses numbered in the 500 series usually have 400-series counterparts that are open to undergraduate students. Excluding exceptional circumstances, courses numbered 600 and higher are open to graduate students only.

Residence, Transfer, and Extension Credit

1. The Office of Graduate Studies may accept for transfer as many as 12 semester hours of credit earned at other colleges and universities accredited for master's or higher-level study by the North Central Association of Colleges and Secondary Schools or a comparable regional accrediting association. The total average in such study must be B or above and no grade lower than B will be accepted. All transfer work must be approved in advance by the student's graduate advisor and by the director of Graduate Studies.
2. Within the Office of Graduate Studies limit noted in item 1, each graduate program determines the number of transfer hours acceptable. The Office of Graduate Studies will accept no more than those determined acceptable by the respective graduate program. The student must consult the appropriate graduate program director for such information. All transfer hours must be appropriate to the particular program in which the student is enrolled.
3. Correspondence study will not count toward a graduate degree at this University, and such credit cannot be transferred from another institution.

Progress toward Degree

During the period of study leading to the master's degree, a graduate student must show evidence of sound scholarship. The following standards must be met to retain "good standing" as a graduate student:

1. Maintain a B average or better in all graduate work (higher GPA may be required in certain programs).
2. Maintain continuous enrollment in graduate work. Any student admitted to graduate studies and to a graduate program who has not enrolled and received graduate credit for work at USI for a period of longer than one calendar year from his or her last enrollment must reapply to the program.

-
3. Complete degree requirements, including a minimum of 30 hours of graduate credit, within seven years of enrollment in the first course(s) counting for degree credit in the program or retake or validate courses exceeding this time limit.

A student who fails to meet these standards or others specified by individual graduate programs may be placed on probation, suspended from graduate study, or dismissed from the University. The director of Graduate Studies and the Graduate Council will determine appeals of those decisions in such matters.

Retention

A student admitted to graduate study must maintain a grade average of B (3.0) or better in all graduate work. A student whose grade point average drops below a 3.0 will be placed on probation and may be suspended from graduate study.

Probation and Dismissal Policy

1. Graduate program GPA (GPGPA)* below 3.0
Upon dropping to a GPGPA below 3.0, a student is placed on academic probation. The director of the student's graduate program is responsible for notifying the student of such action. A student may remain on probation for up to 12 credit hours of graduate work. If after the additional 12 hours of graduate work have been completed, the GPGPA is not 3.0 or above, the student shall be academically dismissed.

*Graduate Program GPA: A cumulative grade point average of all USI graduate courses taken (courses numbered 500 and higher) except graduate survey prerequisite courses in the MBA program.

2. GPGPA below 2.5
If the GPGPA drops below 2.5, a student shall be academically dismissed unless it is possible to bring the GPGPA up to 2.5 in no more than six additional hours of graduate work.
3. Appeal Option
A student who is academically dismissed may appeal that dismissal to the appropriate graduate faculty committee within his or her program of study. The reason for the appeal should be stated clearly in writing.

Interruption of Program

Any student admitted to a program of graduate study who has not been continuously enrolled and receiving graduate credit each semester of the academic year must apply for readmission in the Office of Graduate Studies. The student will be required to follow the regulations in effect at the time of readmission.

Time Limitation

In order to count toward a master's degree, course work must be completed within seven years of a student's enrollment in the first course(s) counting for degree credit in the program. For courses that exceed this time limit, students must either validate the previous credit or retake the course(s) to meet degree requirements. A faculty member identified by the program director sets validation requirements.

Validating Course Work

To validate a course, the student files a validation petition form obtained from the program director. The form is filed in the student's program office until the student completes the validation requirements. When the course has been validated, the program director files the completed form with the Office of Graduate Studies and it becomes part of the student's permanent file.

Class Attendance

A student is expected to attend all classes. It is the responsibility of an instructor to inform the student of the consequences of absence from class. It is the responsibility of the student to keep instructors informed regarding absences from classes.

A student who knows of necessary class absences should consult instructors prior to the absence. A student who misses classes is not excused from the obligations to instructors. Instructors are expected to provide the student with an opportunity to meet class commitments, when absences are for good and proper reasons. Further, instructors are expected to maintain attendance records and to report excessive absences to the Office of the Registrar.

Administrative Withdrawal for Non-Attendance

Students who are absent one-half or more of the class meetings without excuse during weeks two through four of a semester will be notified by letter to their permanent address of the possibility of their being administratively

withdrawn from their class. The students so notified will be given until the end of the seventh week (mid-term) to meet with their instructors to resolve the situation. The instructor of the class may complete the process of an administrative withdrawal of the student (at mid-term) if the situation is not resolved.

General Student Policies

Policies on student behavior, plagiarism, falsification of records, and other non-academic policies may be found in the Student Life section.

Grading

The following grading standards apply to graduate work:

Grade	Type of Graduate Work
A	Excellent
B+	Above average
B	Average
C+	Below average
C	Below average (minimal passing grade for graduate credit)
F	Failure

In computing scholastic averages, the following point ratios are used: A = 4.0, B+ = 3.5, B = 3.0, C+ = 2.5, C = 2.0. An average of at least 3.0 is required to remain in good standing. This is to be considered the minimum graduate program requirement and may be higher in specific programs.

In general, incomplete grades may be given only at the end of a semester or term to those students whose work is passing but who have left unfinished a small amount of work – for instance, a final examination, a paper or a term project – which may be completed without further class attendance, or to students who have unfinished theses or graduate research projects. Course instructors may, at the time the incomplete is given, place a time limit for removal of an incomplete grade. The instructor must submit to the Registrar's Office a statement describing the work to be completed by the student receiving an incomplete grade. In the event that the instructor from whom a student received an incomplete grade is not on campus, the disposition of a case involving an incomplete grade resides with the appropriate chairperson or dean.

An In Progress (IP) final grade is given in graduate project classes that require enrollment in the same class in successive semesters. An IP grade means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

A withdrawal (W) is given when a student officially withdraws from a course during the automatic W period (see Withdrawal from the Semester/Term) and the W also is given if the student is passing at the time of withdrawal after the automatic W period has ended. A W means the student cannot receive credit for the course under any circumstances without re-enrollment in the course.

Grade Point Average (GPA)

The grade point average is a numerical value which is obtained by dividing the number of grade points earned by the number of hours attempted. This average, often called the index, is computed at the end of each term, both for the term and on a cumulative basis. The grade of A represents four points for each hour of credit; B+ three and one-half points; B three points; C+ two and one-half points; C two points. No points are recorded for an F, although the hours attempted are included in the computations. No points are recorded for an S or U, and the hours attempted are not included in the computations.

Course Repeat

Graduate courses taken at the University may not be repeated for possible grade point average improvement. The grades received of all repeated courses will remain on the transcript and will be used for grade point average computation.

Academic Grievance

If a student has a possible grievance with a faculty member, the procedures for filing a grievance are outlined in the student code of conduct in the Student's Rights and Responsibilities section in this bulletin.

Schedule Changes

Students wishing to alter their original schedule, whether by personal incentive or by school directive, must do so officially by the procedure outlined below. **Those who do not assume this responsibility may jeopardize their record with the possibility of incurring an F in a course not properly dropped and/or not receiving credit in a course improperly added. Merely not attending a course does not automatically remove the course from the student's record.**

Schedule Changes-Academic Year

1. **Prior to the start of the term (100 percent credit):**
 - a. After early registration and through the published bill due date, a student may add or drop courses in person at the Office of the Registrar by submitting a Change to Early Registration Schedule form. Only the student's signature is required.

Students may also add or drop courses online via Campus Pipeline. Refer to the Schedule of Classes for processing information.

- b. A student who completes the early registration and fee payment process will have an additional opportunity to make schedule changes. Refer to the Schedule of Classes for available dates. Only the student's signature is required.

2. During the first week of the term (90 percent credit*):

- a. A student may add or drop *full term* courses online via Campus Pipeline. Each time a schedule revision to **add** a class is initiated, a \$15 fee is charged*. Refer to the Schedule of Classes for processing information.
- b. A student may add or drop courses in person at the Office of the Registrar by submitting a Schedule Adjustment form. Only the student's signature is required. Each time a Schedule Adjustment form to **add** a class is initiated, a \$15 fee is charged*.

3. Beginning the second week of the term, through the end of the week before final exams (80 percent credit or less*): Online schedule changes via Campus Pipeline are not available beyond the first week of the term. A student may add or drop courses in person by submitting a Change of Class Schedule form to the Office of the Registrar. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. **NOTE:** Only in exceptional circumstances will students be allowed to add a course after the first week of the term. Each time a Change of Class Schedule form to **add** a class is initiated, a \$15 fee is charged*.

Grading: No grade is recorded for classes dropped prior to the second week of the term. A student who completes a Change of Class Schedule procedure beginning the second week of the term through the ninth week of the term will receive a **W** for all courses dropped. A student who completes a Change of Class Schedule procedure during the 10th week of the term through the last day of classes before final exam week will receive the grade **W** if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student will receive a grade of **F**.

Note: courses meeting less than a complete term have different dates. Contact the Office of the Registrar for these dates.

***Fees/Refunds:** The fees and expenses section of this bulletin details refunds for dropped courses. Fees for added courses or refunds for dropped courses will be billed/refunded by the Cashier's Office.

Schedule Changes-Summer Sessions

1. Prior to the start of the term (100 percent credit):

After early registration and through the published bill due date, a student may add or drop courses in person at the Office of the Registrar by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Students may also add or drop courses online via Campus Pipeline. Refer to the Schedule of Classes for processing information.

2. During the first two days of the term (90 percent credit*):

- a. Students may add or drop *full term* courses online via Campus Pipeline. Each time a schedule revision to **add** a class is initiated, a \$15 fee is charged*. Refer to the Schedule of Classes for processing information.
- b. A student may add or drop courses in person at the Office of the Registrar by submitting a Schedule Adjustment form. Only the student's signature is required. Each time a Schedule Adjustment form to **add** a class is initiated, a \$15 fee is charged*.

3. Beginning the third day of the term, through the last day of class before the final exam (80 percent credit or less*):

Online schedule changes via Campus Pipeline are not available beyond the first two days of the term. A student may add or drop courses in person by submitting a Change of Class Schedule form to the Office of the Registrar. The form requires the signatures of the instructor of each course being dropped or added, the student's academic advisor, and the student. **NOTE:** Only in exceptional circumstances will students be allowed to add a course after the first two days of the term. Each time a Change of Class Schedule form to **add** a class is initiated, a \$15 fee is charged*.

Grading: No grade is recorded for classes dropped prior to the third day of the term. A student who

completes a Change of Class Schedule procedure beginning the third day of the term through the third week of the term will receive a **W** for all courses dropped. A student who completes a Change of Class Schedule procedure during the fourth week of the term through the last day of classes before the final exam will receive the grade **W** if passing at the time the course is dropped. However, if failing at the time the course is dropped, the student will receive a grade of **F**. **Note: cross-term courses and courses which meet less than a complete term have different dates. Contact the Office of the Registrar for these dates.**

***Fees/Refunds:** The fees and expenses section of this bulletin details refunds for dropped courses. Fees for added courses or refunds for dropped courses will be billed/refunded by the Cashier's Office.

Withdrawal from the Semester/Term

Students who must withdraw from the semester/term must do so officially by the procedure outlined below.

Those who do not assume this responsibility may jeopardize their record with the possibility of incurring an F in a course not properly dropped. Merely not attending a course does not automatically remove the course from the student's record.

Withdrawal from the Semester/Term-Academic Year

1. Prior to the start of the term (100 percent credit):

After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Until the form is processed by the Office of the Registrar, the student is still registered in the courses. Students may also withdraw online via Campus Pipeline. Refer to the Schedule of Classes for processing information.

2. Beginning the first day of the term, through the end of the week before final exams (90 percent credit or less*):

Students may withdraw from the term using a Withdrawal From All Classes form. Only the student's signature is required. The completed form must be returned to the Office of the Registrar for processing. Until all steps in the procedure have been completed, a student is still enrolled in the courses. During the first week of the term only, students also may withdraw online via Campus Pipeline. Online withdrawals

via Campus Pipeline are not available beyond the first week of the term. Refer to the Schedule of Classes for processing information.

Grade Determination. A student who completes a Withdrawal From the Semester/term procedure beginning the first day of the term through the ninth week of the term will receive the grade of **W** for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the tenth week of the term through the last day of classes preceding final exam week will receive the grade of **W** if passing at the time of withdrawal.

However, if failing at the time of withdrawal, the student will receive a grade of **F**. **Note: courses meeting less than a complete term have different dates.**

Contact the Office of the Registrar for these dates.

Financial Aid: If a student receives financial aid but is unsure of the impact a Withdrawal From the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must complete an exit counseling session with the Student Financial Assistance Office (www.usi.edu/finaid). Failure to complete the exit counseling session will prevent the release of the student's academic transcript.

***Fees/Refunds:** The fees and expenses section of this bulletin details refunds made upon withdrawal from the semester/term. Refunds for dropped courses will be made by the Cashier's Office.

Withdrawal from the Semester/Term-Summer Sessions

1. Prior to the start of the term (100 percent credit):

After early registration and prior to the start of the term, a student may withdraw from all classes in person by submitting a Change to Early Registration Schedule form. Only the student's signature is required. Until the form is processed by the Office of the Registrar, the student is still registered in the courses. Students may also withdraw online via Campus Pipeline. Refer to the Schedule of Classes for processing information.

2. Beginning the first day of the term, through the last day of classes before the final exam (90 percent credit or less*):

Students may withdraw from the term using a Withdrawal From All Classes form.

Only the student's signature is required. The completed form must be returned to the Office of the Registrar for processing. Until all steps in the procedure have been completed, a student is still enrolled in the courses. During the first two days of the term only, students may also withdraw online via Campus Pipeline. Online withdrawals are not available beyond the first two days of the term. Refer to the Schedule of Classes for processing information.

Grade Determination. A student who completes a Withdrawal From the Semester/Term procedure beginning the first day of the term through the third week of the term will receive the grade of **W** for all courses dropped. Students who complete the Withdrawal From the Semester/Term procedure during the fourth week of the term through the last day of classes before the final exam will receive the grade of **W** if passing at the time of withdrawal. However, if failing at the time of withdrawal, the student will receive a grade of **F**. **Note: cross-term courses and courses which meet less than a complete term have different dates. Contact the Office of the Registrar for these dates.**

Financial Aid: If a student receives financial aid but is unsure of the impact a Withdrawal From the Semester/Term will have on that financial aid, it is recommended that the student contact the Student Financial Assistance Office. Students with a Stafford Loan must complete an exit counseling session with the Student Financial Assistance Office (www.usi.edu/finaid). Failure to complete the exit counseling session will prevent the release of the student's academic transcript.

***Fees/Refunds:** The fees and expenses section of this bulletin details refunds made upon withdrawal from the semester/term. Refunds for dropped courses will be made by the Cashier's Office.

Elimination from a Program

Inappropriate professional conduct is grounds for termination of admission. Students may be eliminated from a graduate program "for cause" by the director of Graduate Studies on the basis of recommendation from the advisor, graduate committee (if one exists), and graduate program director. "For cause" includes professional judgment of the graduate faculty of the program involved and the director of Graduate Studies that the student does not meet the academic or professional standards required for a student earning a graduate degree in that area.

Workshop Credits

Individual degree programs set the number of semester hours earned in workshop courses applicable toward the master's degree. As a general rule, no more than eight semester hours of workshop credit will be accepted. The student's graduate program director and the Office of Graduate Studies must approve petitions for more than eight hours.

Graduation

A candidate for graduation should file with the Registrar's Office a formal application for graduation and a diploma form no later than the third week of the semester preceding his or her final semester before May commencement. The application for graduation may be obtained from the student's graduate program director. The diploma form may be obtained at the Registrar's Office.

Petition Procedures

Students wishing to request an exception to any of the policies of the Office of Graduate Studies should contact that office for information about petition procedures.

Second Master's Degree

A student with a master's degree from an accredited institution may be admitted to a second master's degree program at USI. The appropriate graduate program director may accept up to 12 hours of credits, and in consultation with the student, will advise on the remaining hours of the program. The limitation of seven years (see Time Limitation) does apply on these remaining hours. All regular requirements for the master's degree program also must be met.

Library Fines

Library fines are assessed for overdue books.

Encumbrance

Students who have a financial obligation to the University will have their future registrations encumbered and their records, transcripts, and diploma will not be released until the obligation has been met.

Transcript Fee

There is no fee charged for transcripts of record issued.

FIELDS OF STUDY

Master of Arts in Liberal Studies 812/465-7015

Program Objectives

The Master of Arts in Liberal Studies provides a post-graduate credential for individuals who seek personal enrichment and whose careers would be enhanced by a formal course of graduate study, but who prefer an interdisciplinary approach. The program is a viable alternative for educators seeking professional development and for meeting state license renewal requirements. In sum, the program provides an opportunity for individuals from a variety of careers to acquire graduate-level skills and knowledge from the perspective of several academic disciplines. The program could be an appropriate step toward further degree work in doctoral interdisciplinary programs, as well as traditional doctorates that prefer interdisciplinary master's work.

Admission Requirements

To be considered for admission to the MALS program, the applicant must submit:

- An application to Graduate Studies.
- \$25 non-refundable application fee.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.

In addition to the regular requirements for admission to graduate study at USI, admission to the MALS program requires the following:

- A resume.
- A written statement of candidate interest (500 words).
- Recommendations by three individuals who know the candidate well (recommendation forms are provided by the Office of Graduate Studies).
- An interview with MALS faculty.

Because of the interdisciplinary, nontraditional nature of the program, the GRE exams are not required. Students should submit all materials to the Office of Graduate Studies at least one month prior to the entry date sought. An interview will be arranged after all other materials are on file.

Curriculum

The Master of Arts in Liberal Studies degree requires 33 credit hours of graduate-level work (as follows):

I.	Core Courses	
A.	Humanities Seminar	3 credit hours
B.	Social Science Seminar	3 credit hours
C.	Science Seminar	3 credit hours
II.	Individual program of courses	18 credit hours
III.	Capstone Experience	6 credit hours
A.	Capstone Project (Option 1)	
B.	Capstone Courses (Option 2)	
Total		33 credit hours

The core courses are required of all students. The Capstone Experience part of the program has two options. Students must maintain a grade average of B (3.0) or better in the program. At least two of the three core courses must be completed with final grades of B or better. No course with a grade lower than C (2.0) will be counted toward the degree.

- I. Core Courses (nine hours)
Each core course emphasizes the analysis of a major liberal arts and sciences topic or theme. The rigor of this analysis will be in keeping with a graduate-level seminar. Ample opportunity will be provided for seminar participants to discuss practical applications of their new knowledge.
- II. Individual Program of Courses (18 hours)
A member of the graduate faculty will consult with each student about appropriate courses to include in an 18-hour individual program of study. Choices can be made from among graduate-level courses offered in the areas of the sciences, social sciences, and humanities, and in some instances, courses from other graduate programs. Special topics, arranged, and independent studies courses are a frequent option among MALS course offerings.

III. Capstone Experience (six hours)

In addition to working with the student in developing a coherent course of study, the graduate advisor also will help the student decide on the appropriate Capstone Experience.

- A. **Capstone Project.** About midway through the program, each student who chooses this option should have proposed a project topic and have had that topic approved by the graduate advisor. The project must be of a nature to warrant six hours of graduate credit. Each project will be thoroughly evaluated and approved by at least two members of a committee consisting of the student's advisor and two other members of the graduate faculty. In general, the projects should yield a written piece of work, although products such as artistic creations and computer programs also may be acceptable. Interested students will be encouraged to develop capstone projects, which could contribute in some meaningful way to the community. The project will stress problem solving and knowledge application and synthesis. Students under this option may also write and present two essays for formal examination. These essays would be similar to a more traditional master's thesis and would normally consist of revised and expanded work from previous courses.
- B. **Capstone Courses.** This option consists of six hours of Capstone courses: the Capstone Elective and the Capstone Graduating Seminar. The Capstone Elective can be any one of the 600 level courses and is taken in the semester preceding or in the semester that the student is taking the Capstone Graduating Seminar. Students completing the degree with the project option can take the Graduating Seminar, with permission of the program director, as an elective. For those students completing the degree with the Capstone Courses option, the Capstone Graduating Seminar is taken in the final semester.

Master of Business Administration 812/464-1926

Program Objectives

The University of Southern Indiana Master of Business Administration (M.B.A.) degree is a graduate program designed to assist students in acquiring the knowledge and experience necessary to become future business leaders. The MBA program provides competencies in several major areas, including:

- An in-depth understanding of the functional fields of business and their interrelationships in complex organizations.
- Experience with applied quantitative and behavioral tools of business analysis and decision-making.
- Understanding applied quantitative, qualitative, and behavioral tools of business analysis and decision-making.
- The ability to think critically and creatively within a global business context.
- A heightened sense of ethical considerations in decision-making within the business world.
- Improved communication and decision-making skills through utilization of information technology.

Admission Requirements

The MBA program seeks students of demonstrated aptitude and scholarship. A student's Graduate Management Admission Test (GMAT) score, undergraduate academic achievement, leadership potential, and professional work experience are considered when making admission decisions.

Students must take the GMAT, the standardized national admissions test for graduate business programs.

To be considered for admission to the MBA program, the applicant must submit:

- An application to Graduate Studies.
- \$25 non-refundable application fee.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.

- GMAT score.
- A summary of all professional experience.

All admission materials should be submitted to the Office of Graduate Studies, University of Southern Indiana, and should be received at least one month prior to the entry date sought. No admission decisions will be made until all required documents have been received.

Admission Requirements for International Students

International students are subject to all requirements for admission to the Master of Business Administration program. Application for admission should be made at least six months prior to the date of anticipated enrollment. Admission credentials must include:

- An application for admission.
- Payment of the application fee.
- An official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate or graduate work. Transcripts and other educational records are official if the issuing Institution sends them directly to the Office of Graduate Studies. The records should show a complete list of courses taken, grades received and any diplomas or certificates earned. They should also indicate the number of credits awarded for each course or the number of hours of classroom, lecture, and laboratory and include information about the school's grading scale.
- Supplemental information form for international students which includes a financial summary stating amounts and sources of support for the duration of study.
- Verification of English competency.

English competency is established by achievement of a minimum of 550 on the paper-based Test of English as a Foreign Language (TOEFL) or 213 on the computer-based exam. All foreign-born applicants whose primary spoken language is not English must provide official scores on the TOEFL before being admitted; these scores must be less than two years old. Official test results should be sent to the Office of Graduate Studies at the time of application. Exception: International students whose native language is English or who have graduated from an American university in which the language of instruction is English are not required to demonstrate language proficiency. Information about the TOEFL administration dates and registration procedure may be

obtained from TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, USA; telephone 609/771-7100. The Web address is www.toefl.org.

Curriculum

The USI MBA curriculum is designed to provide the educational foundation crucial for success in today's dynamic business world. Courses are taught by doctorally qualified faculty who, through their scholarly work and consulting activities, are at the forefront of their disciplines.

A. Foundation Skills

All candidates for admission to the MBA program must demonstrate proficiency in computer skills. Proficiency may be established by successfully completing college level course work within five years of admission to the MBA program or by passing a proficiency exam provided through the MBA office.

Exceptions to this policy may be made within the following guidelines:

Students may, under the guidance of the MBA director, be allowed to take selected MBA courses concurrently with establishing proficiency in computer skills.

B. MBA Survey Courses (up to 18 credit hours)

Students whose undergraduate educational preparation does not include accounting, economics, finance, marketing, operational research, or statistics must take the appropriate graduate survey courses:

ACCT 501	Survey of Accounting
DSCI 501	Survey of Operations Research
ECON 265	Elementary Statistics
ECON 501	Survey of Economics
FIN 501	Survey of Finance
MKTG 501	Survey of Marketing

All survey courses must be completed prior to taking the corresponding core class and/or more than twelve hours of the graduate core. Credit in the survey courses may not be counted toward the M.B.A. degree and will not be factored into the Graduate Program Grade Point Average (GPGPA). All survey courses must be passed with a grade of C or better.

C. Graduate Core - 30 credit hours

The USI MBA curriculum is designed to provide the educational foundation crucial for success in today's dynamic business world. For most students with undergraduate business degrees the MBA program consists of ten, three-hour courses. Students with degrees in fields other than business may need to take up to 18 hours of survey courses to prepare them for the rigors of the following core classes:

MNGT 611	Leadership Skills
ACCT 601	Accounting for Decision Making & Control
BLAW 618	Legal and Social Environment of Business
CIS 601	Information Systems and Technology
DSCI 601	Operations Research and Management
ECON 601	Managerial Economics
FIN 601	Financial Management and Financial Markets
MKTG 601	Marketing Strategies
MNGT 601	Organizational Behavior and Human Resource Management
MNGT 681	Strategic and International Management

D. Retention

No more than two grades below a B in graduate courses (600-level) will be accepted toward the M.B.A. degree. Upon receipt of the third grade below a B in any three courses taken for graduate credit, the student will be academically dismissed from the program.

Students must maintain at GPGPA of 3.0 to remain in good standing in the program. In the event that a student's GPGPA falls below 3.0, the student will be placed on academic probation. See the Graduate Studies section of the Bulletin for details on academic probation.

A student who is academically dismissed may appeal to the School of Business Graduate Committee.

Focus and Benefits

The mission of the MBA program at USI is to offer a program of the highest quality and to award graduates a degree recognized throughout the United States and around the world.

The USI MBA program is accredited by AACSB International-The Association to Advance Collegiate Schools of Business, the most prestigious accreditation

available to Schools of Business throughout the world. All courses are taught by academically qualified faculty (holding the highest degrees available in their fields) who, through their scholarly work and consulting activities, are at the forefront of their disciplines.

What can an M.B.A. degree do for me?

Some of the major reasons for obtaining a USI M.B.A. include:

- Enhancing management training for someone with a technical background and a desire to broaden career opportunities into managerial ranks.
- Providing career change and/or advancement options.
- Providing a professionally challenging and intellectually stimulating experience.
- Furthering one's interpersonal skills, opening new doors, and preparing effective managers.
- Interacting with students from diverse backgrounds, creating stimulating classroom experiences, and promoting invaluable networking opportunities.

Letter from the Program Director

The USI Master of Business Administration Program (MBA) is designed to provide the essential background that all executives need to be successful. Everything that we do is focused on providing our students with the knowledge and skills they need to become the business leaders of the future. To this end we are committed to providing our students with a professional experience that will assist them in accomplishing their long-term career goals and aspirations. Our students are equipped to shape the future of business in a global economy.

Through the use of experiential exercises and activities that foster, enhance, and develop essential managerial skills and capabilities, students gain valuable hands on experience with the perplexing problems confronting organizations of the 21st century. The MBA program is more than just an education; it is an experience that will have a long-lasting impact on students and the organizations for which they work.

MBA Program Designed for Working Professionals

We are aware that acquiring an M.B.A. degree requires a major commitment of time and effort on the student's part. Given the great value attached to the M.B.A. degree hard work is to be expected. The M.B.A. degree requires the completion of 30 hours of graduate-level coursework for students with undergraduate business degrees. Part-time stu-

dents with undergraduate business degrees can expect to complete the program within two years. Full-time students may complete the program in as little as one year.

USI's MBA program is specifically designed to meet the unique needs of the working professional. To meet the needs of our students USI provides:

- Convenient evening classes for the working professional; classes start at 6 p.m.
- Prerequisites courses for non-business undergraduate majors.
- Online courses for flexibility.
- A summer course schedule to help expedite progress through the program.
- Evening advising and administrative assistance.

Master of Health Administration **812/461-5329 or 812/461-5217**

Program Objectives

The School of Nursing and Health Professions offers a Master of Health Administration (MHA) advanced degree online with selected on-campus weekend meetings. Students can complete the program in seven semesters over a two-and-one-half-year period.

The MHA Program prepares students for a wide variety of leadership positions in the fast-growing public and private healthcare sectors, including careers as executive and middle-level managers, planners, policy analysts, and consultants. Typical healthcare opportunities include positions in hospitals, long term care facilities, physician practices, health insurance, pharmaceutical companies, consulting firms, government, and local or regional public health agencies.

The mission of the Master of Health Administration program at the University of Southern Indiana is to educate students for leadership roles in health care for the 21st century. The program aspires to produce leaders who use community and research data for evidence-based decision making, and are change hardy. They balance high levels of integrity with the concern for organizational success.

The program uses the open learning model of Internet delivery to provide the knowledge, attitudes, and skills necessary for the assumption of these roles. Application of theory to the practice of health care administration is

a key element in the program's course offerings. Because of this delivery model, graduates of this program will contribute to the provision of high quality, cost-effective, and accessible health care.

Accreditation

The Master of Health Administration Program intends to seek voluntary accreditation from the Accrediting Commission for Education in Health Services Administration (ACEHSA). The Commission is recognized by the U.S. Department of Education as the accrediting agency for master's level health administration programs in the United States and Canada. Since the Commission's review process is rigorous and selective, successful accreditation will assure that the program's standards are comparable to the best in the country.

Program Goals for Students

Graduates of the MHA program should be able to:

1. Integrate planning and marketing principles into program administration to achieve optimum organizational performance.
2. Provide sound financial management of health organizations under alternative financing mechanisms.
3. Effectively manage health care personnel in diverse health care settings.
4. Collect, analyze, and apply both business and health information for evidence-based decision making.
5. Conduct statistical, quantitative, qualitative, and economic analysis to assist in decision making.
6. Analyze legal and ethical issues and take appropriate action.
7. Integrate knowledge of organizational and governmental policy formulation into their decision making.
8. Adapt to change effectively.
9. Analyze and apply the epidemiological principles to assess the health status of populations.
10. Integrate the determinates of health and illness and health risks of diverse populations into evidence-based decision making.
11. Analyze the effectiveness of the health care delivery system.
12. Employ systems thinking as a mechanism to assist others to manage across organizational boundaries.
13. Evaluate and appropriately apply business and health outcomes, measures, and measures for process improvement.
14. Display the servant leader model in their leadership style.

-
15. Demonstrate skills in synthesis of information, oral and written communication, team leadership, and mentoring.

Admission Requirements

Applicants are considered for entrance in the fall semester of each year. All application materials must be received by the program no later than August 1. Consideration for admission to the MHA Program requires that students submit evidence of the following:

- Completion, prior to entering the MHA Program, of a baccalaureate degree from an accredited college or university.
- Achievement of a minimum undergraduate grade point average (GPA) of 3.00 on a 4-point scale. Results of post-graduate academic studies may also be considered at the discretion of the MHA Admissions Committee.
- Recent academic exposure to the fundamental principles of economics, statistics, and accounting is desired prior to matriculation.
- Familiarity with the Internet and word processing, spreadsheet, database, and presentation software.
- Completion of the Graduate Record Examination (GRE) or the Graduate Management Aptitude Test (GMAT).
- Work experience, ideally a minimum of two years in the health care field.
- A record of any awards or honors earned, community service, memberships in professional organizations, continuing education programs attended, presentations made, and research and/or publications.
- Three references, two work-related and one personal.
- Acceptable written and oral communication skills
- **Students from Non-English Speaking Countries**
Only: Satisfactory TOEFL score – 500 for non-computerized tests and 173 for computerized tests.

The following provides support for admission consideration:

The following items must be forwarded to the Office of Graduate Studies:

University of Southern Indiana
Office of Graduate Studies
8600 University Blvd.
Evansville, IN 47712

- A completed USI Application for Admission to Graduate Studies.
- A \$25 application fee made out to the University of Southern Indiana.

- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript

The following items must be forwarded to the MHA Program:

University of Southern Indiana
School of Nursing and Health Professions
Master of Health Administration Program
8600 University Blvd.
Evansville, IN 47712

- A completed USI Master of Health Administration Program Application for Admission and supporting materials. Supporting materials include curriculum vitae, an essay and three references. Refer to the application form for detailed information on these items.
- GRE or GMAT score. Designate the MHA Program director as the recipient of scores to be forwarded by the testing service. The school code for the GRE is 1335. The school code for the GMAT is 1438.
- Three to four weeks after submission of the MHA Application for Admission, contact the program director at 812/461-5217 to make an appointment for a personal advising session.

Additional Information

Periodically, the student will receive postcard reminders regarding application completeness. This will continue until all materials have been received. The student's application will NOT be considered complete until all required application materials have been received by the Office of Graduate Studies **and** the Master of Health Administration Program.

Curriculum

Typical course sequence

Fall Semester - Year One

MHA 621 The Health Services System - 3 hours
MHA 622 Biostatistics and Epidemiology - 3 hours

Spring Semester - Year One

MHA 623 Operations and Control Systems Research in Health Care Organizations - 3 hours

MHA 624 Applied Economic Analysis in Health Care - 3 hours

Summer Semester (10 weeks) - Year One

MHA 625 Marketing and Competitive Strategies in Health Care - 3 hours

MHA 626 Legal and Ethical Issues in Health Care - 3 hours

Fall Semester - Year Two

MHA 631 Individual and Group Behavior in Health Care Organizations - 3 hours

MHA 632 Administration of Health Care Organizations - 3 hours

Spring Semester - Year Two

MHA 633 Human Resources and Labor Relations Management in Health Care - 3 hours

MHA 634 Financial Management in Health Care Organizations - 3 hours

Summer Semester (10 weeks) - Year Two

MHA 635 Seminar in Health Care Administration - 3 hours

MHA 636 Administrative Effectiveness in Health Care Settings - 3 hours

Fall Semester - Year Three

MHA 641 Health Care Administrative Residency - 3 hours

Master of Public Administration

812/465-7142

Program Objectives

Graduates of the program acquire the knowledge and skills necessary to be creative, ethical, analytical, and visionary leaders. Specific competencies that will be mastered by students earning the MPA Program follow.

- Become knowledgeable of the laws, rules, norms, and traditions that shape the internal structure, efficiency, and innovativeness of public sector organizations.
- Be able to formulate creative solutions to problems confronting government agencies and not-for-profit organizations.

- Obtain knowledge of how institutions in the public sector shape and are shaped by economic, social, and political environments.
- Acquire practical skills and knowledge bases necessary for the management of public sector organizations: grant writing, budgeting, public speaking, human relations, public relations, electronic communication, and report writing.
- Master an understanding of how key concepts and theories can be used to formulate practical solutions to problems associated with public and non-profit administration.
- Gain knowledge of data bases, web sites, printed material, and other information-based resources pertaining to the management of public sector organizations.
- Learn how to gather and analyze qualitative and quantitative data relevant to decision making in public organizations.
- Understand the ethical consequences of decisions made by managers in the public sector.

Admission Requirements

Applicants must hold an undergraduate degree (any major is acceptable) with a 2.7 GPA on a 4.0 scale and submit the materials listed below.

- A completed USI Graduate Studies Application form.
- A \$25 application fee.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- Completed MPA Personal Information Form.
- Analytic Writing Sample (described in the MPA Personal Information Form).
- Two Completed Reference Forms: completed reference forms must be sent directly from the reference to the USI Graduate Studies Office.
- Official results of Graduate Management Aptitude Test (GMAT) or the General Test of the Graduate Record Exam (GRE). Scores must be no older than five years.
- **International Students Only:** Official results of the TOEFL with a minimum score of 550 on the paper-based or 213 on the computer-based version.

Curriculum

The program will comprise of 36 credit hours (12 courses) of coursework leading to a Master of Public Administration degree. To ensure that they have an appropriate foundation of professional field experience, pre-service students must participate in a 150 clock-hour specialized internship for three additional semester hours of credit.

Master of Science in Accountancy 812/464-1926

Program Objectives

The Master of Science in Accountancy (MSA) program is designed to build upon knowledge obtained at the baccalaureate level. The program will further students' personal and professional development by providing additional depth in accounting, systems, and other business topics selected to meet each student's interest.

For those interested in sitting for the Certified Public Accountant exam, this degree will fulfill the 150-hour state requirement of university education effective for Indiana, Illinois, and Kentucky.

Accreditation

The MSA program is accredited by AACSB International - The Association to Advance Collegiate Schools of Business.

Admission Requirements

Individuals who are interested in applying for the Master of Science in Accountancy program must first make application to the USI Office of Graduate Studies. Applicants must be admitted to graduate study under the University Graduate Policies and then must be accepted into the MSA program by the School of Business. MSA applicants must take the standardized Graduate Management Admission Test (GMAT). Requests for application materials should be addressed to the Office of Graduate Studies.

To be considered for admission to the MSA program, the applicant must submit to the Office of Graduate Studies:

- An application.
- \$25 non-refundable application fee made payable to USI.

- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- GMAT scores.
- Brief summary of prior work experience.

All admissions materials must be received by the Office of Graduate Studies at least one month prior to entry date sought. Transcripts will be accepted as official only when sent by the registrar of the institution to the Office of Graduate Studies.

Admission to the Master of Science in Accountancy involves the review of multiple factors such as the undergraduate grade point average and GMAT performance. In addition, leadership potential, as evidenced by professional work experience, is considered in the admission decision.

Candidates for the Master of Science in Accountancy with an undergraduate accounting degree will have the appropriate preparation. Prospective students with degrees in business disciplines other than accounting must complete the following accounting foundation courses unless they satisfactorily have completed the undergraduate equivalent of these courses:

ACCT 303 - Intermediate Accounting I
ACCT 311 - Tax Accounting I
ACCT 315 - Cost Accounting
ACCT 415 - Auditing

Prospective students with non-business degrees must complete the accounting foundation courses listed above and the following business foundation courses unless they satisfactorily have completed the undergraduate equivalents:

ACCT 501 - Survey of Accounting
ECON 265 - Elementary Statistics
ECON 501 - Survey of Economics
FIN 501 - Survey of Finance
MKTG 501 - Survey of Marketing

Scores for the test of English as a Foreign Language (TOEFL) are required of applicants whose native language is not English, unless they hold a bachelor's or higher degree from a United States institution of higher education.

Incoming students are expected to have satisfactory competency in computer skills. Competency may be established by (1) having earned a grade of C or higher in a college level micro-computer applications course or (2) work experience as approved by the program director.

Curriculum

The Master of Science in Accountancy program requires the completion of 30 semester hours:

- 15 hours in accounting with an emphasis on the needs of practicing accountants.
- Three hours in business law.
- Three hours in finance.
- Nine hours of electives.

The accounting course work must include at least 15 semester hours in courses reserved exclusively for graduate students. All elective course work must be approved by the student's graduate advisor and must fit the student's objectives and career plans. Therefore, the elective part of the program should not be a random choice but should reflect a well-planned addition to each student's program.

The following courses are required of all Master of Science in Accountancy candidates:

Accounting core courses (15 hours)

ACCT 601 - Management Accounting
ACCT 602 - Seminar in Financial Accounting
ACCT 603 - Advanced Topics in Federal Taxation
ACCT 604 - Accounting Information Systems
ACCT 605 - Advanced Auditing Topics

Business core courses (6 hours)

BLAW 618 - Business Law
FIN 601 - Financial Management

Elective courses (9 hours)

MBA Courses
ACCT 698 - Accounting Internship

Retention

No more than two grades below a B in graduate courses will be accepted toward the MSA degree. Upon receipt of the third grade below a B in any three courses taken for graduate credit, the student will be academically dismissed from the program.

A student who is academically dismissed may appeal to the School of Business Graduate Committee.

Master of Science in Education 812/465-7024

Program Objectives

The Master of Science in Education degree programs involve advanced study designed to enhance the knowledge and skills of teachers in elementary, middle, junior high, and senior high schools. Programs are offered in elementary and secondary education. The programs blend studies of educational theory with analysis of current issues and practices in teaching. Students explore the ways in which knowledge and skills developed in the programs enhance classroom experience.

Degree Requirements

- Admission to candidacy for the degree. Candidacy application to be completed after 18 semester hours of coursework.
- Completion of 33 semester hours of coursework with a grade point average of 3.0 or higher. Note: Students in the secondary education program must maintain a minimum 3.0 GPA in both teaching area(s) and professional education courses.
- Approval by the advisor of the completed graduate student portfolio.
- Completion of a formal application for graduation.

Master of Science in Education – Elementary Education Program

Program Objectives

Students in this program learn to plan and evaluate curriculum for elementary schools and classrooms. They learn to analyze current issues and trends in education in light of educational research and historical and philosophical foundations of education. They learn to interpret educational research and to use research to improve

teaching and learning. They develop an understanding of social forces and other factors which shape elementary school curriculum and of the process of curriculum development and change in elementary education. Students learn to plan and implement interdisciplinary learning experiences. They learn to analyze and evaluate teaching styles and methods and to make judgments about the appropriateness of specific teaching methods for achieving various learning outcomes. Students in the program are expected to use and evaluate emerging educational technologies and to use technology to access information sources.

Admission Requirements

Applicants must be admitted to graduate study under University graduate policies and then be accepted into the MS in Education—Elementary Education Program by the Department of Teacher Education. Admission to the Elementary Education Program requires the following:

- Graduation with an overall GPA of 3.00 or higher with a bachelor's degree from a regionally-accredited college or university.
- Minimum GPA of 3.0 in all courses taken at the graduate level at all schools attended.
- Standard teaching license for elementary grades.
- Completed application and information forms.

A student who fails to meet one or more of the criteria may be granted probationary admission.

Curriculum

Master Teacher Studies

Teachers expand their knowledge and skills related to the teaching/learning process through courses that integrate technology into the learning environment, encourage teacher action research, investigate historical and philosophical influences in education, and explore new trends in curriculum. (12 hrs.)

EDUC 565 - Computers in the Curriculum

EDUC 601 - Research in Education

EDUC 603 - Historical and Philosophical Influences in Education

EDUC 614 - Elementary School Curriculum (or EDUC 588 Middle School)

Teaching and Learning Focus

Teachers need an opportunity to enhance their professional skills in current teaching areas, expand their

knowledge in new areas, and also explore cutting edge issues and trends in education. Students can select from courses in a wide range of areas such as thinking skills, technology, children's literature, inclusion, and content area offerings (9 hrs.).

Approved Elective 1

Approved Elective 2

Approved Elective 3

Reflective Teacher Researcher

(Students must complete Master Teacher Studies courses prior to enrolling in this section.)

Teachers develop reflective teaching practices, emphasize interdisciplinary approaches to the teaching/learning process, and conduct action research as the culminating experience in their program. (12 hrs.)

EDUC 641 - Communication Skills

EDUC 642 - Mathematics and Science

EDUC 643 - Social Studies and Global Awareness

EDUC 674 - Integrating Research Seminar in Elementary Education

Master of Science in Education – Secondary Education Program

Program Objectives

Students in this program learn to analyze current issues and trends in education in light of educational research and historical and philosophical foundations of education. They learn to interpret educational research and to use research to improve teaching and learning. They learn to plan and evaluate curriculum and to implement new programs and practices in their classrooms. They learn to analyze and evaluate teaching styles and methods and to make judgments about the appropriateness of specific teaching methods in given subject areas and for specific objectives of instruction. Through experiences in the program, students learn to examine societal influences on education and to consider these influences in planning educational change. Students in the program are expected to use and evaluate emerging educational technologies and to use technology to access information sources.

Admission Requirements

Applicants must be admitted to graduate study under University graduate policies and then be accepted into

the MS in Education—Secondary Education Program by the Department of Teacher Education. Admission to the MS in Education—Secondary Education Program requires the following:

- Graduation with an overall GPA of 3.00 or higher with a bachelor's degree from a regionally accredited college or university.
- Minimum GPA of 3.0 in all courses taken at the graduate level at all schools attended.
- Standard teaching license in subject area in which graduate study is available at USI.
- Completed application and information forms.

A student who fails to meet one or more of the criteria may be granted probationary admission.

Curriculum

Master Teacher Studies

Teachers expand their knowledge and skills related to the teaching/learning process through courses that integrate technology into the learning environment, encourage teacher action research, investigate historical and philosophical influences in education, explore new trends in curriculum, and examine evaluation in education. (15 hrs.)

EDUC 565	Computers in the Curriculum
EDUC 601	Research in Education
EDUC 603	Historical and Philosophical Influences in Education
EDUC 611	Secondary School Curriculum (or EDUC 588 Middle School Curriculum)
EDUC 621	Measurement and Evaluation

Teaching and Learning Focus

Teachers need an opportunity to enhance their professional skills in current teaching areas, expand their knowledge in new areas, and also explore cutting edge issues and trends in education. Students are required to take a minimum of six hours in one licensed subject area. (12 hrs.)

Approved Teaching Area Course 1
Approved Teaching Area Course 2
Approved Elective 1
Approved Elective 2

Reflective Teacher Researcher

(Students must complete Master Teacher Studies courses prior to enrolling in this section)

Teachers develop reflective teaching practices and conduct action research as the culminating experience in their program. (6 hrs.)

EDUC 631	Analysis of Instruction
EDUC 671	Integrating Research Seminar in Secondary Education Master Teacher Studies

Transition To Teaching – Elementary 812/464-1948

Program Overview

The Elementary Transition to Teaching (T-3) Partnership, a challenging and innovative graduate teacher licensure partnership, is a cooperative effort between the University of Southern Indiana Department of Teacher Education and the Evansville-Vanderburgh School Corporation. The purpose of the partnership is to recruit highly qualified individuals to the elementary teaching profession. The partnership seeks candidates who are dedicated to learning the craft of teaching children at the 1-6 grade levels, and who have experiences that would make them a strong fit within elementary classrooms of the 21st century. The partnership enables participants to obtain teacher licensure in elementary education after completing an intensive one-year internship/course sequence.

The partnership places teacher interns in Evansville-Vanderburgh public schools, where they function as full-time members of the professional teaching staff (serve as instructional assistants in a classroom with a certified teacher of record). While the primary responsibility of each candidate is to act as a teaching assistant in the assigned classroom, the candidates also observe and assist in classrooms on a regular basis, team-teach, and, in the spring, complete their teaching internship requirement. Candidates will complete the necessary course work (24 credit hours) required for teacher licensure through courses offered during school breaks, evenings, and summer sessions. The partnership begins during the middle of July and is a full-time commitment through the following June.

The T-3 Partnership serves a community of vastly diverse backgrounds, cultures, and economic conditions. Through this diversity, The T-3 Partnership provides an opportunity for nontraditional candidates to come together to learn from each other and to promote the school's theme, "Shaping Tomorrow's Teachers." The faculty involved in the partnership, the candidates we work with, and the community we serve share a common bond and vision toward building a school environment committed to academic excellence through a nurturing and caring environment that enables candidates to become all they can be both now and in the future.

This program is designed for a person with a bachelor's degree seeking to obtain Indiana grade 1-6 teaching licensure. The program will consist of day experiences and late afternoon/evening classes. Intensive field experiences are an integral part of the program. Early involvement includes classroom observations. A 15-week supervised student teaching experience occurs during the spring semester. Throughout the program, candidates are supported by well-qualified, trained mentors who are experienced classroom teachers.

Licensure is awarded upon successful completion of 24 semester hours of program experiences. Candidates are encouraged to continue with an additional 18 semester hours leading to the Master of Science in Education degree.

Admission Requirements

Applicants must complete the PRAXIS1 before April 1 so the information can be returned to the school in time for the application process. Failure to have passing or completed PRAXIS1 scores by the program deadline will result in an automatic removal from consideration for the program. Prior to being considered for candidacy, all applicants must complete the following steps:

- Application to Graduate Studies.
- \$25 application fee.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies, Transition to Teaching-Secondary Program, 8600 University Boulevard, Evansville, IN 47712. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- Undergraduate degree in a field other than teaching with a minimum overall 3.00 GPA (on a 4.0 scale).

- Updated Immunizations records (required for admission to programs at USI. Form included in Graduate Studies Admission packet).
- Completed Praxis I.
- Completed application essays.
- Obtain an Indiana license for substitute teaching.
- Commitment to full-time program for an 11-month period, including teaching assistantship, observation hours, and student teaching expectations (fall and spring semesters).
- Recommendation of interview panel.
- Satisfactory performance on application essay.

Curriculum

Program Model: Exploration, Analysis, and Synthesis Phases

The T-3 Partnership requires candidates to be full-time participants in an intensive, yearlong program. The program consists of three phases: the exploration phase (summer session III), the analysis phase (fall semester and spring semester) and the synthesis phase (student teaching experience during spring semester). Candidates must successfully complete the exploration phase of the program before beginning work on the analysis and synthesis phases.

Exploration Phase (summer session III)

Candidates will be required to complete all of the coursework for the exploration phase and receive a B or better in order to have the ability to continue into the analysis and synthesis phases of program completion. Program admission also requires that an admission packet be completed, which includes (1) acceptable disposition evaluations from exploration coursework, (2) grade verification for overall and specific course performances from the exploration phase, (3) speech and hearing evaluation, (4) exploration phase artifacts from exploration coursework, and (5) a recommendation from the department.

Analysis Phase (fall and spring semesters)

Candidates will be required to complete all of the exploration phase coursework and receive departmental approval prior to beginning the analysis phase. The analysis phase of the USI Teacher Education program focuses on the domains of Knowledge of Curriculum and Knowledge of Pedagogy. While candidates deepen their understanding of themselves as teachers, their understanding of students, and their understanding of the role of schools, they develop the professional knowledge base that will enable them to work effectively in classrooms with students. Drawing upon proficiency guides, curriculum materials, standards documents, and other resources, candidates will plan, implement, and assess instruction.

The field component takes on a new emphasis in the analysis phase. Candidates become more active participants in designing and facilitating classroom environments and experiences. Also, this coursework will emphasize multiple perspectives, which will encourage the candidate to reflect on educational practices. Finally, candidates in analysis coursework will review the causes and effects of philosophies, methods, and actions upon students, the classroom context, the school, parents, the community, and society.

Synthesis Phase (spring semester)

Candidates will be required to complete all of the analysis phase coursework and receive departmental approval prior to beginning the synthesis phase. The synthesis phase of the USI Teacher Education program focuses on the integration of all five areas of the reflective teacher model. While candidates deepen their understanding of themselves as acting teachers, their understanding of students, and their understanding of the role of schools, they develop the professional performance base that will enable them to become master teachers.

During the spring semester candidates will enroll in three graduate-level courses. Two of the courses meet in the evenings. One of the courses is for student teaching. For 10 weeks candidates will practice student teaching, in their subject areas, in high school settings.

After successful completion of the courses and field experiences, and passing scores on Praxis II exam (in major subject areas), candidates will be recommended for licensure, and may pursue employment as elementary teachers. Whether employed or not, candidates may continue to take the necessary evening and summer courses (18 credit hours) to be awarded the Master of Science in Education. The degree requires a minimum 3.00 GPA. No course grades less than B will be accepted.

Summer III

Education 623 Child Development & Elementary Education

Fall Semester

Education 622 Assessment in Elementary Education
 Education 540 Current Trends in Reading I
 Education 615 Integrated Curriculum I

Spring Semester (Includes Student Teaching)

Education 651 Supervised Teaching in the Elementary School
 Education 541 Young Adult Literature
 Education 616 Integrated Curriculum II

Summer I

Education 565 Computers in the Curriculum
 Praxis II exam passed
 Recommended for licensure at this point (portfolio must be at satisfactory level)
 Admission to Candidacy for the master's degree

Additional Courses Required for Completion of Master's (18 hours)

EDUC 601 Research in Education (3 hours)
 EDUC 611 Elementary School Curriculum (3 hours)
 EDUC 631 Analysis of Instruction (3 hours)
 EDUC 671 Integrating Research Seminar in Secondary Education (3 hours)
 Additional Content Area Course (6 hours)

Transition To Teaching – Secondary 812/464-1948

Program Overview

The Secondary Transition to Teaching program is a challenging, innovative, graduate-level teacher licensure program. The purpose of the program is to recruit highly qualified individuals to the secondary teaching profession. The program seeks candidates who are dedicated to learning the craft of teaching young people at the 9-12 grade levels, and who have experiences that would make them a strong fit within secondary classrooms of the 21st Century. The program enables candidates to obtain teacher licensure in secondary education after completing an intensive, full-time, two-semester, 18 semester-hour course/field-experience sequence. With the subsequent completion of an additional 18 semester hours of graduate-level courses, the candidate can earn the Master's Degree in Secondary Education.

The Secondary Transition to Teaching program may admit candidates who have bachelor's degrees with the following majors: art, biology, chemistry, earth science (geology and/or geography), English, French, German,

history, mathematics, physics, political science, and Spanish. Candidates are encouraged to check on license eligibility prior to application to the program.

A cohort of up to 16 candidates will be admitted, on a competitive basis, for each fall semester. During the fall semester candidates will enroll in three graduate-level courses which meet in the evenings on Tuesdays, Wednesdays, and Thursdays. During the day candidates will observe high school classes in the candidates' major subject areas and serve as paid substitute-teachers in high schools.

After successful completion of the courses and field experiences, and passing scores on Praxis II exam (in major subject areas), candidates will be recommended for licensure, and may pursue employment as high school teachers. Whether employed or not, candidates may continue to take the necessary evening and summer courses (18 credit hours) to be awarded the Master of Science in Education. The degree requires a minimum 3.00 GPA. No course grades less than B will be accepted.

Admission Requirements

Applicants must complete the application no later than the deadline of July 1. Applicants must take the PRAXIS 1 before June 10 to assure the scores are received in time for the approval process. Praxis I assesses basic skills in mathematics, reading and writing and is required by the state for licensure. Failure to have passing or completed PRAXIS I scores by the program deadline will result in an automatic removal from consideration for the program. Prior to being considered for candidacy, all applicants must complete the following:

- Application to Graduate Studies.
- \$25 application fee.
- One official transcript from each undergraduate and graduate institution attended. Transcripts and other educational records are official if the issuing institution sends them directly to the Office of Graduate Studies, Transition to Teaching-Secondary Program, 8600 University Boulevard, Evansville, IN 47712. Failure to submit official transcripts from every institution will delay admission. Course work from one institution reported as transfer credit on another school's transcript does not constitute an official transcript.
- Undergraduate degree with an appropriate major with a minimum over-all 3.00 GPA (on a 4.0 scale).
- Updated Immunizations records. (Required for admission to programs at USI. Form included in Graduate Studies Admission packet.)
- Completed Praxis I test.
- Completed application essays.

- Scheduled appointment Transition to Teaching-Secondary program.
- An Indiana license for substitute teaching.
- Clearance on both a criminal history check (required for substitute teaching and student teaching) and a current immunization history (required for admission to graduate studies).
- Commitment to full-time program for two semesters including substitute teaching/observation and student teaching.

Curriculum

Fall Semester (9 semester hours)

EDUC 565 Computers in the Curriculum OR Content Area course (3 hours)

EDUC 621 Measurement and Evaluation (3 hours)

EDUC 624 Seminar in Adolescent Development (3 hours)

Substitute teaching and classroom observations during this phase

Spring Semester (9 semester hours)

EDUC 565 Computers in the Curriculum OR Content Area course (3 hours)

EDUC 607 Issues in Reading, Diversity, and Exceptional Needs (3 hours)

EDUC 652 Supervised Student Teaching in Secondary Schools (3 hours)

Praxis II exam passed

Recommended for licensure at this point (portfolio must be at satisfactory level)

Admission to Candidacy for the Master's Degree

Additional Courses Required for Completion of Master's (18 hours)

EDUC 601 Research in Education (3 hours)

EDUC 611 Secondary School Curriculum (3 hours)

EDUC 631 Analysis of Instruction (3 hours)

EDUC 671 Integrating Research Seminar in Secondary Education (3 hours)

Additional Content Area Course (3 hours)

Master of Science in Industrial Management 812/464-1877

Program Objectives

The graduate degree program in industrial management is designed to accommodate either of two objectives: increasing the breadth of an individual's education in var-

ious technical fields related to industrial management; or increasing the depth of education in a single technical specialty related to industrial management. The program should meet the needs of the employed individual who either seeks additional knowledge in subject areas that were not covered in his or her undergraduate degree program or desires to extend the knowledge acquired as an undergraduate or through employment experience. The primary purpose of the program is to provide knowledge of management concepts and modern technical innovations as applied to technically based enterprises.

Admission Requirements

This master's degree program is intended for engineers, technologists, and scientists who are currently employed and who expect to be working in managerial positions which involve responsibility for manufacturing, design, production, and material-handling functions in a variety of technical and industrial enterprises. Applicants who have completed an undergraduate degree program in engineering or engineering technology with a GPA of 2.5 or better (on a 4.0 scale) will be admitted unconditionally. Applicants who have completed undergraduate degree programs in other areas will be considered for admission, but a preparatory phase of up to 18 credit hours may be required in order to prepare properly for the graduate program coursework. Courses required in the preparatory program can be tailored to meet the needs and objectives of individual students.

Because this degree program is intended primarily for employed individuals, all course offerings are made available in the evenings. Students can expect to enroll in a maximum of two courses per semester for the fall and spring semesters and one course during the summer. Thus, it is possible to complete the program in two calendar years assuming continuous enrollment at the maximum level. However, it is more realistic to expect that three calendar years will be required to complete the degree requirements.

Curriculum

The degree requirements include 33 credit hours of course work. A core of 15 credit hours comprising courses in industrial management, project management, operations systems analysis and modeling, analytical techniques for economic evaluation, and capstone graduate project are required of all students. An additional 18 credit hours of approved supporting or elective courses complete the course requirements. Elective courses allow

specialization in areas such as industrial safety, ergonomics, manufacturing systems analysis, decision sciences, marketing, and finance.

The elective course offerings and potential areas of specialization will permit students to tailor the program to meet specific professional development objectives without compromising relevance to current and prospective occupational responsibilities.

All core courses and required preparatory courses must be completed at the University of Southern Indiana unless a waiver is granted upon admission to the program. Elective courses may be offered in cooperation with other institutions or may be completed at other institutions provided that approval is obtained in advance from the student's graduate study advisor.

I. Core Curriculum		Hours
IM 602	Operations Systems Analysis and Modeling	3
IM 611	Principles and Practices of Project Management	3
IM 651	Economic Evaluation of Industrial Projects	3
IM 652	Industrial Management	3
IM 671	Graduate Project (individual study)	3
IM 691	Leadership Project (cohort study)	3

II. Electives

Electives may be chosen from the following list to augment the core curriculum in any combination which meets the student's needs for career advancement, provided that in no case may the combination of core courses and chosen electives for any student include more than 15 semester hours of courses from among the offerings of the School of Business.

Electives may be chosen from graduate courses not listed below, provided that the chosen courses are approved in advance by the student's faculty advisor and by the MSIM program director.

		Hours
IM 531	Industrial Safety	3
IM 601	Special Studies in Industrial Management	3
IM 603	Survey of Statistics	3
IM 604	Manufacturing Systems Analysis	3

IM 614	Interpersonal Communication within Organizations	3
IM 621	Human Factors in Design	3
IM 625	Principles of Computer Aided Design and Manufacturing	3
IM 641	Principles and Practices of Quality Management	3
IM 698	Individual Study in Industrial Management	1-3
BLAW 618	Legal and the Social Environment of Business	3
CIS 601	Information Systems and Technology	3
DSCI 501	Survey of Operations Research	3
DSCI 601	Quantitative Analysis for Operations	3
FIN 501	Survey of Finance	3
FIN 601	Financial Management and Financial Markets	3
MNGT 601	Organizational Behavior and Human Resource Management	3
MNGT 611	Leadership Skills	3
MKTG 501	Survey of Marketing	3
MKTG 601	Marketing Strategies	3

Master of Science in Occupational Therapy 812/465-1179

The purpose of the Master of Science in Occupational Therapy (MSOT) curriculum is to prepare graduates for employment in shifting practice arenas of health care, education, industry, and community. The 39-hour MSOT curriculum prepares students for advanced practice across three roles: a central role of specialization (selected by the student) supported by two required roles, educator and researcher. This graduate program is designed to meet the advanced training needs of prospective students entering by one of two routes: OTS-Entry or OTR-Entry.

The OTS-Entry route was developed for people desiring to become occupational therapists. To comply with the occupational therapy profession's change in entry-level to postbaccalaureate degree, the existing USI Bachelor of Science in Occupational Therapy—as a stand-alone degree program—will cease to exist in August 2004. In the future, students will complete the Bachelor of

Science in Occupational Therapy followed by the Master of Science in Occupational Therapy in a curriculum design known in the occupational therapy profession as a *combined BS/MS* curriculum. For specifics about the combined BS/MS curriculum in occupational therapy, please see the Occupational Therapy Program section under School of Nursing and Health Professions in this publication.

The OTR-Entry route was designed for credentialed occupational therapists. The MSOT, designated by the occupational therapy profession as a *postprofessional* (advanced) master's degree, provides occupational therapists opportunities to gain advanced knowledge and practice skills.

Students may enroll in the MSOT curriculum on a part-time or full-time basis. Internet-based distance education is the primary method of instructional delivery for the MSOT curriculum. This system of delivery makes the curriculum accessible and convenient for graduate students who live and work in rural areas or at a distance from southern Indiana.

Graduate Outcomes With Corresponding Courses:

To design and provide formal and informal educational offerings related to occupational therapy as a peer/consumer educator (required role).

- OT 521 Occupational Therapy Educational Strategies A (3 hours)
- OT 522 Occupational Therapy Strategies B (3 hours)
- OT 627 Occupational Therapy Practicum Seminar (2 hours)

To develop and provide evidence-based specialized occupational therapy services as a specialist (student selected central role of specialization).

- OT 591 Specialized Clinical Reasoning Strategies (3 hours)
- OT 692 Specialized Evaluation Strategies (3 hours)
- OT 693 Specialized Intervention Strategies (3 hours)
- OT: 500/600-level Elective (3 hours)
- OT 698 Specialized Role Internship Seminar (3 hours)
- OT 699 Occupational Therapy Synthesis (5 hours)

To conduct and disseminate scholarly work, primarily outcomes research, as a researcher (required role).

- OT 581 Occupational Research Fundamentals I (3 hours)

- OT 582 Occupational Research Fundamentals II (3 hours)
- OT 683 Advanced Occupational Research Strategies (3 hours)
- OT 687 Researcher Practicum Seminar (2 hours)

- c. Documentation of professional projects, papers, research, honors/awards, and participation and leadership at the community, state, and national levels.

Note: Because of the evidence required in the second step of this admission process, a graduate admission test is NOT required.

An international student who is an occupational therapist must complete the two-step admissions process and provide additional credentials.

Admission Requirements

OTS-Entry

Students who are not occupational therapists at the time of application must apply to the five-year combined BS/MS occupational therapy curriculum at the University of Southern Indiana by completing the following three-step admission process:

1. Seek admission to the University of Southern Indiana (contact 812/464-1765 or www.usi.edu/admissn/index.asp)
2. Seek admission to the Occupational Therapy Program (For the most current admission information, please call the program at 812/465-1179, email otinfo@usi.edu or visit the Web site: <http://health.usi.edu/acadprog/ot/index.htm>.)
3. Seek admission to Graduate Studies at the University of Southern Indiana

OTR-Entry

Occupational therapists who desire to enroll in the MSOT curriculum must complete the following two-step admission process:

1. Seek admission to Graduate Studies at the University of Southern Indiana.
2. Seek admission to the Occupational Therapy Program by submitting evidence of the following:
 - Initial certification as an occupational therapist,
 - Eligibility for state credentialing as an occupational therapist,
 - Graduation from an accredited occupational therapy curriculum, showing adequate academic performance,
 - Baccalaureate degree earned from an accredited university, and
 - Professional development portfolio which includes:
 - a. Current curriculum vitae,
 - b. Personal statement of professional and academic goals for the next five years, validating the ways in which graduate education will assist in attaining these goals, and

Master of Science in Nursing 812/465-1154

Program Objectives

The School of Nursing offers a graduate program leading to the Master of Science in Nursing (M.S.N.) degree. The objectives of the program are to prepare nurses at an advanced practice level who demonstrate professional leadership and foster a research climate in the practice of nursing. The graduate of the master's degree program is a clinician, administrator, or educator who can:

- Synthesize knowledge and concepts from nursing, the sciences, and humanities as a foundation for advanced nursing practice.
- Utilize critical thinking and independent judgment to manage and provide advanced nursing practice.
- Participate in systematic inquiry and research to improve nursing care and enhance nursing as a profession.
- Integrate an understanding of legal, socioeconomic, political, and ethical forces that affect client care and health care policy.
- Collaborate with other health care professionals and consumers as leaders, advocates, and change agents to plan, implement, and evaluate health care and health care policy.
- Provide leadership in maintaining and promoting the values of caring, accountability, competence, collegiality, life-long learning, and professional growth.

The M.S.N. degree at the University of Southern Indiana offers the following specialty areas: Acute Care Nurse Practitioner (ACNP), Clinical Nurse Specialist (CNS), Family Nurse Practitioner (FNP), Geriatric Nurse Practitioner/Clinical Nurse Specialist (GNP/CNS), Nursing Education (NE), and Nursing Management and Leadership (NML).

The Acute Care Nurse Practitioner is an advanced practice nurse who combines the holistic focus of nursing with the special skills and knowledge of medicine in providing care to patients throughout their illness who are chronically, acutely or critically ill. Total credit hours: 42.

The Clinical Nurse Specialist is an advanced clinician holding a master's degree with a concentration in a selected area of adult health nursing. The Clinical Nurse Specialist functions as an expert clinician, leader, researcher, case manager, and consultant. Total credit hours: 39

The Family Nurse Practitioner is an advanced practice nurse who combines the holistic focus of nursing with the special skills and knowledge of medicine in providing primary health care services to all members of the family. Total credit hours: 42.

The Geriatric Nurse Practitioner/Clinical Nurse Specialist is an advanced practice nurse who serves in a blended role with both the skills and knowledge of a nurse practitioner and clinical nurse specialist in providing care for the elder population. Total credit hours: 42.

The Nursing Education specialty prepares the nurse to be an educator in schools of nursing or health care institution with skills in curriculum development and implementation, teaching strategies for the classroom and clinical setting, and measurement of student and program outcomes. Total credit hours: 39.

The Nursing Management and Leadership specialty prepares the nurse to be in nursing management or nursing leadership in the health care environment. Emphasis will be placed on finance, business management, information management, and marketing resources management evaluation. Total credit hours: 39.

Admission Requirements

Each student submits an application to both the Office of Graduate Studies and the Graduate Nursing Program. Applications are not reviewed until all materials have been received by the Graduate Nursing Admissions and Progression Committee. Applicants must be admitted to graduate study before their materials can be reviewed by the Graduate Nursing Admissions and Progression Committee. (See Office of Graduate Studies, Admission to Graduate Studies.)

Part-time status options are available individually for each student. Students must contact the Graduate Nursing Office, by e-mail or phone, for an individual advising session four weeks after submitting admissions materials. The minimum criteria for admission to the Graduate Nursing Program are as follows:

- A baccalaureate degree in nursing from an accredited school.
- Minimum baccalaureate grade point average (GPA) of 3.0 on a 4.0 scale.
- Satisfactory completion of a course in undergraduate statistics.
- Unencumbered RN licensure in Indiana and/or the state of clinical practice.
- One year full time or 2,000 hours of clinical practice as a registered nurse within the last five years.
- Satisfactory TOEFL score for applicants from non-English speaking countries (550 for non-computerized tests or 213 for computerized tests).
- Successful completion of the application process to both the Office of Graduate Studies and the Graduate Nursing Program.
- International students must have a score of 550 on the written TOEFL test or 213 on the computerized TOEFL test.

RN to MSN Program

Nurses with associate degrees or diplomas who meet admission requirements may enroll in the RN-MSN Program. This program is designed for nurses with three years of nursing experience who have the professional goal of a Master of Science in Nursing degree. Through an individualized assessment of nursing competencies, a planned study program will result in the achievement of both B.S.N. and M.S.N. degrees. The program is designed to build on prior learning and validation of professional expertise.

Admission Requirements for the RN to MSN Program:

- Completion of an associate degree or diploma program in nursing.
- Three years of current clinical experience as a registered nurse.
- Valid, unencumbered RN license from the state of practice.
- Completion of a USI admission application.
- Completion of a USI Graduate Nursing Program application.
- Cumulative grade point average of 3.0 on a 4.0 scale in previous academic work.

Curriculum

To achieve the M.S.N. degree all students complete the nursing core courses. Students choosing the CNS, FNP, ACNP, GNP/CNS, and NE options also complete the clinical core courses. Additional courses required in each specialty are indicated.

MSN-Acute Care Nurse Practitioner

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
- N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
- N614: Issues in Advanced Practice Nursing, 3 hours
- N615: Nursing Synthesis, 3 hours
- N616: Management of the Client in the Health Care System, 3 hours

Clinical Core Courses (9 hours)

- N571: Advanced Health Assessment, 3 hours
- N581: Advanced Concepts of Pathophysiology, 3 hours
- N622: Graduate Pharmacology for Advanced Practice Nurses, 3 hours

Acute Care Nurse Practitioner (18 hours)

- N674: Management of Acutely Ill Adults I, 6 hours
- N675: Management of Acutely Ill Adults II, 6 hours
- N676: Management of Acutely Ill Adults III, 6 hours

MSN-Clinical Nurse Specialist

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
- N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
- N614: Issues in Advanced Practice Nursing, 3 hours
- N615: Nursing Synthesis, 3 hours
- N616: Management of the Client in the Health Care System, 3 hours

Clinical Core Courses (9 hours)

- N571: Advanced Health Assessment, 3 hours
- N581: Advanced Concepts of Pathophysiology, 3 hours
- N622: Graduate Pharmacology for Advanced Practice Nurses, 3 hours

Clinical Nurse Specialist (15 hours)

- N645: Advanced Nursing Assessment and Intervention I, 6 hours
- N646: Advanced Nursing Assessment and Intervention II, 6 hours
- N647: CNS Role Integration, 3 hours

MSN-Family Nurse Practitioner

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
- N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
- N614: Issues in Advanced Practice Nursing, 3 hours
- N615: Nursing Synthesis, 3 hours
- N616: Management of the Client in the Health Care System, 3 hours

Clinical Core Courses (9 hours)

- N571: Advanced Health Assessment, 3 hours
- N581: Advanced Concepts of Pathophysiology, 3 hours
- N622: Graduate Pharmacology for Advanced Practice Nurses, 3 hours

Family Nurse Practitioner (18 hours)

- N654: Primary Care Nursing of Families I, 6 hours
- N655: Primary Care Nursing of Families II, 6 hours
- N656: FNP Practicum, 6 hours

MSN-Geriatric Nurse Practitioner/ Clinical Nurse Specialist

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
- N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
- N614: Issues in Advanced Practice Nursing, 3 hours
- N615: Nursing Synthesis, 3 hours
- N616: Management of the Client in the Health Care System, 3 hours

Clinical Core Courses (9 hours)

- N572: Advanced Health Assessment of the Geriatric Client, 3 hours
- N582: Advanced Concepts of Pathophysiology for the Geriatric Client, 3 hours
- N621: Graduate Pharmacology for Advanced Practice Nurses, 3 hours

Geriatric Nurse Practitioner/Clinical Nurse Specialist (18 hours)

- N663: Advanced Practice Nursing Care of Geriatric Clients I, 6 hours
- N664: Advanced Practice Nursing Care of Geriatric Clients II, 6 hours
- N665: Advanced Practice Nursing Care of Geriatric Clients III, 6 hours

MSN-Nursing Education

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
N614: Issues in Advanced Practice Nursing, 3 hours
N615: Nursing Synthesis, 3 hours
N616: Management of the Client in the Health Care System, 3 hours

Clinical Core Courses (9 hours)

- N571: Advanced Health Assessment, 3 hours
N581: Advanced Concepts of Pathophysiology, 3 hours
N622: Graduate Pharmacology for Advanced Practice Nurses, 3 hours

Nursing Education (15 hours)

- N671: Nursing Education Curriculum Development for the Nursing Educator, 5 hours
N672: Teaching Strategies for the Nursing Educator, 5 hours
N673: Evaluation Strategies for the Nursing Educator, 5 hours

MSN-Nursing Management and Leadership

Nursing Core Courses (15 hours)

- N612: Advanced Nursing Research, 3 hours
N613: Theoretical Basis for Advanced Practice Nursing, 3 hours
N614: Issues in Advanced Practice Nursing, 3 hours
N615: Nursing Synthesis, 3 hours
N616: Management of the Client in the Health Care System, 3 hours

Nursing Management and Leadership (24 hours)

- N624: Economic Policies in Nursing and Health Care, 3 hours
N625: Marketing and Competitive Strategies in Nursing and Health Care, 3 hours
N627: Nursing Informatics, 3 hours
N631: Individual and Group Behavior in Nursing and Health Care Organizations, 3 hours
N632: Administration of Nursing and Health Care Organizations, 3 hours
N633: Human Resources Management in Nursing and Health Care, 3 hours
N634: Financial Management in Nursing and Health Care Organizations, 3 hours
N635 Business of Nursing, 3 hours

Electives

- N570: Special Topics in Nursing, 1-3 hours
N574: Perioperative Nursing, 3 hours
N576: Cardiovascular Surgical Nursing, 3 hours
N578: Rehabilitation Nursing, 3 hours
N582: Oncology Nursing, 3 hours
HP535: Eastern Medicine: Alternative Complementary Health Care, 3 hours
HP585: Epidemiology, 3 hours

Master of Social Work

812/464-1843

Program Objectives

The mission of the University of Southern Indiana MSW program is to produce professional advanced practice clinical social workers who promote growth and empowerment of clients in a dynamic multidimensional social context. The MSW program prepares students to utilize the systems model for planned change through generalist and advanced social work practice. In response to evolving community needs the department has developed a solid clinical concentration and an optional School Social Work Specialization program.

Four MSW program goals have been derived based on the mission statement and are listed below.

- To provide preparation for professional social work practice at the master's level through a foundation of generalist skills and knowledge for first year students and specialized clinical skills and knowledge for the second year and advanced standing level students.
- To prepare graduates to deliver social services in a variety of settings with a range of diverse client populations and be informed consumers of research, practice evaluation and the application thereof.
- To provide quality teaching, academic inquiry, scholarship, service to the University, and service to the region that reflects the values and ethics of the social work profession.
- To serve the University service area and MSW graduates by providing research consultation, community services, and professional development to individuals, organizations, institutions and communities related to human need.

The Department of Social Work offers both a full-time and part-time graduate program leading to the Master of

Social Work (M.S.W.) degree. The MSW program is fully accredited by the Council on Social Work Education.

The program offers four tracks: a full-time two-year track, a part-time four year track, an advanced standing track, and a part-time advanced standing track. The part-time tracks are offered in alternating years. Applicants for the advanced standing programs must have a Bachelor of Social Work (BSW) degree from a Council on Social Work Education accredited program. Students must apply to a specific "track" (e.g., two year full-time) and must stay on that track in order to complete a program of study leading to the M.S.W. degree.

Admission Requirements

All requests concerning admission to the MSW program should be addressed to the Social Work Department, University of Southern Indiana, 8600 University Boulevard, Evansville, Indiana 47712. Send a message to SocWork@usi.edu or telephone 812/464-1843 to request information. Students are mailed a packet, which includes the application for Graduate Studies, the MSW program application and a program brochure. A student may also receive information from the Web page at www.usi.edu/edu/soc_work.

Each student will be applying to both the Office of Graduate Studies and the Social Work Department. Therefore, a student should submit applications to both. Students must be admitted to Graduate Studies before they are eligible for admission to the Social Work program. Admission decisions for the MSW program are based on a review of past academic performance, relevant work and/or volunteer experience, letters of recommendation, a personal statement, written academic or professional work, and an admission interview when required. January 12 is the deadline for submission of the application. Students who apply by this date will be given priority. Applications will be accepted until all available seats are full. When the application deadline falls on a weekend, the application will be due the next business day. Applications are reviewed when all materials have been received by the Social Work Department MSW Admissions Committee. Students should note the MSW program admits students in the fall semester only. The minimum criteria for admission to the MSW program are as follows:

- Admission to Graduate Studies is considered the first step in the process for applying to the M.S.W. degree program.
- An earned bachelor's degree from an accredited college or university.
- Students transferring from other graduate programs must submit evidence of good standing (verification forms available from the Social Work Department) from that program.
- Completion of the following prerequisite requirements with a grade of C or better in each course. (Applicants may enroll in these courses during the time in which their MSW applications are being evaluated; however, the prerequisite requirements should be met by the first day of the semester a student begins the program. All offers of admission are conditional upon the completion of these prerequisites. Any exceptions are handled on an individual basis.)
 - Eighteen hours of social/behavioral sciences completed with a minimum of: one Introduction to Psychology course, one Introduction to Sociology course, and one Introduction to Political Science/American politics course or American National Government course.
 - A human biology course or evidence of completed course content in human biology is required, i.e., knowledge of how we develop as human organisms throughout the life cycle. Subject matter may have been covered in one or several courses. Applicants are required to specify those courses that have included such content.
 - One social work research foundation course and one social work statistics foundation course. The statistics course must cover the portion of the research process involving quantitative manipulation and analysis of data. The course should cover descriptive and inferential statistics. Courses in research methods and/or tests and measurements usually will not fulfill the statistics prerequisite. (The research and statistics courses must have been completed within 10 years of beginning the MSW program. Research and statistics courses from other disciplines will be evaluated on an individual basis.)
 - A 3.0 grade point average in all prerequisites. (A grade no lower than C in any prerequisite will be accepted.)
 - Prerequisite course content older than 10 years will be reviewed for currency. Applicants may be required to validate these courses to ensure the applicant is prepared for the MSW program of

study. An applicant can have a course validated by submitting a course description from the catalogue during the year in which the course was taken and, if possible, a course syllabus.

- Deficiencies in these prerequisites must be rectified before the student is eligible to be fully admitted into the program.
- An overall 2.8 grade point average on a 4.0 scale on all undergraduate work completed; or a 3.0 grade point average on the last 60 semester hours, or equivalent, taken in the undergraduate program. (Rare exceptions may be made on a case-by-case basis.)
- Evidence of writing skills compatible with graduate-level standards. All written products submitted will be evaluated.
- Evidence of potential to develop into a sound professional social worker. (A personal interview and/or additional evaluative data may be required of applicants.)
- International students will be required to meet additional requirements, e.g., a score of 550 on the paper-based Test of English as a Foreign Language (TOEFL) or 213 on the computer-based version, an official or certified true copy of all grade reports, diplomas, and academic records attesting to the completion of undergraduate work, Supplemental Information Form for international students which includes a financial summary stating amounts and sources of support for the duration of study, and an international student transfer form if attending another school in the United States.
- Successful completion of the application process.

NOTE: The program does not grant academic credit for life or work experience in lieu of social work course or field content. It is the applicant's responsibility to provide all required materials to the Social Work Department by the application deadline.

Advanced Standing Requirements

Students who have earned undergraduate degrees in social work from programs accredited by the Council on Social Work Education (CSWE) may be eligible for advanced standing. To be considered, they must have met the requirements listed above, and the following additional requirements must be met:

- Graduation within the last seven years with a BSW from an undergraduate program accredited (or admitted to candidacy) by the Council on Social Work Education. A student who is in a program admitted to candidacy must submit one copy of all social work course syllabi for review.

- An overall 3.0 grade point average on a 4.0 scale on all undergraduate work completed; or a 3.0 grade point average in the last 60 semester hours, or equivalent, taken in the undergraduate program. (Rare exceptions may be made on a case-by-case basis.)
- Applicants must have satisfactorily completed a minimum of 400 hours of generalist based field instruction in direct practice with individuals, families, groups, and communities under appropriate social work supervision.

Advanced-standing students will have transcripts and/or program content evaluated to determine if foundation content has been met. Students may be required to present copies of course descriptions, course syllabi, and/or assignments in order to document that appropriate content has been covered in their previous course of study.

Indiana Public Law 11-1994 and MSW Admission

In order to fully comply with Indiana with Indiana Public Law 11-1994 (conviction of sexual offenses against children), the Social Work Department will conduct a criminal history check of students requesting admission to the Master of Social Work program. This check will be conducted at the point of admission and upon entering the field placement. A student who has been convicted of sex offenses against children as identified in P. L. 11-1994 will not be granted admission to or allowed to continue in the Master of Social Work program.

Individuals who were convicted of such crimes outside of the state of Indiana are required to report their intent to reside more than seven days in the area within Indiana to local law enforcement authorities having jurisdiction in the area of intended residence.

Application Review

Admission decisions for the MSW program are based on evidence of:

- Demonstrated academic competency through previous academic work.
- A commitment to social work values and ethics.
- A basic understanding of the social work profession.
- Emotional maturity, stable mental/emotional processes.
- Good writing skills (the written materials submitted are evaluated on punctuation, spelling, grammar, syntax, organization, and the ability to clearly express ideas).
- Critical thinking and analytic ability, including evidence of good judgment.
- Relevant work and/or volunteer experience.

- Successful completion of required course prerequisites.
- Potential to develop into a sound professional social worker (a personal interview and/or additional evaluative data may be required of applicants).
- References (students are encouraged to review the reference form and select individuals who will be able to answer a majority of the questions asked. References from faculty, supervisors in employment or volunteer positions and individuals with professional knowledge of social work or human services are preferred).

Applications are not reviewed until all materials have been received by the Social Work Department. Students will be notified when the application is complete. A student may be fully admitted to the program due to completion of all requirements, admitted on a conditional status, or admitted on a probationary status. A student who is denied admission may appeal in writing to the Admissions Committee. If the appeal is denied by the committee, the applicant may appeal the decision to the chair of the Social Work Department. All information submitted during the application process becomes the property of the Social Work Department and will be kept confidential.

Curriculum

1. Full-Time Two-Year Track (Required core 49 hours - Directed electives 12 hours)

First year

Fall Semester		Hours
SOCW 503	The Social Welfare System	3
SOCW 504	Human Behavior and the Social Environment (I)	3
SOCW 506	The Foundation of Social Work Practice	3
SOCW 507	Social Work Research	3
Spring Semester		
SOCW 505	Human Behavior and the Social Environment (II)	3
SOCW 508	Micro Systems: Individual, Group, and Families	3
SOCW 509	Macro Systems: Institutional & Community Systems	3
SOCW 510	Social Welfare: Policy and Service	3

Summer Semester

(Includes First, Second, and Third Summer Terms)

SOCW 610	Human Diversity, Social Policy and Social Work	3
SOCW 511	Graduate Field Placement (I)	3
SOCW 512	Integrated Field Placement Seminar (I)	1

Second year

Fall Semester

SOCW 601	Specialization (I); Clinical Assessment and Different Diagnosis	3
SOCW 608	Paradigms of Clinical Practice	3
	Elective	3
	Elective	3

Spring Semester

SOCW 602	Specialization (II); Clinical Planning and Treatment Process	3
SOCW 605	Practice Evaluation	3
SOCW 611	Graduate Field Placement (II)	4
SOCW 612	Graduate Field Placement Seminar (II)	2

Summer Semester

(Includes first, second, and third summer terms)

SOCW 692	Advanced Graduate Social Work Project	3
	Elective	3

2. Full-Time Advanced Standing Track (Required core 21 hours - Directed electives, 15 hours)

Fall Semester

SOCW 507	Social Work Research	3
SOCW 601	Specialization (I); Clinical Assessment and Differential Diagnosis	3
SOCW 608	Advanced Social Work Skills	3
	Elective	3

Spring Semester

SOCW 602	Specialization (II); Clinical Planning and Treatment Process	3
SOCW 605	Practice Evaluation	3
SOCW 611	Graduate Field Placement (II)	4
SOCW 612	Graduate Field Placement Seminar (II)	2

Summer Semester (Includes first, second, and third summer terms)		
SOCW 610	Human Diversity, Social Policy and Social Work	3
SOCW 692	Advanced Graduate Social Work Project	3
	Elective	3
	Elective	3

3. Part-Time Four-Year Evening Track
(Required core 49 hours - Directed electives, 12 hours)

First year

Fall Semester		
SOCW 503	The Social Welfare System	3
SOCW 504	Human Behavior and the Social Environment (I)	3

Spring Semester		
SOCW 505	Human Behavior and the Social Environment (II)	3
SOCW 510	Social Welfare: Policy and Service	3

Summer Semester (Includes first, second, and third summer terms)		
SOCW 610	Human Diversity, Social Policy and Social Work	3

Second year

Fall Semester		
SOCW 506	The Foundation of Social Work Practice	3
SOCW 507	Social Work Research	3

Spring Semester		
SOCW 508	Micro Systems: Individual, Group, and Families	3
SOCW 509	Macro Systems: Institutional & Community Systems	3

Summer Semester (Includes first, second, and third summer terms)		
SOCW 511	Graduate Field Placement (I)	3
SOCW 512	Integrated Field Placement Seminar (I)	1

Third year

Fall Semester		
SOCW 601	Specialization (I); Clinical Assessment and Differential Diagnosis	3
SOCW 608	Paradigms of Clinical Practice	3

Spring Semester		
SOCW 602	Specialization (II); Clinical Planning and Treatment Process	3
	Elective	3

Summer Semester (Includes first, second, and third summer terms)		
	Elective	3

Fourth year

Fall Semester		
SOCW 605	Practice Evaluation	3
	Elective	3

Spring Semester		
SOCW 611	Graduate Field Placement (II)	4
SOCW 612	Graduate Field Placement Seminar (II)	2

Summer Semester (Includes first, second, and third summer terms)		
SOCW 692	Advanced Graduate Social Work Project	3

4. Part-Time Advanced Standing Evening Track
(Required core 21 hours - Directed electives 15 hours)

First year

Fall Semester		
SOCW 601	Specialization (I); Clinical Assessment and Differential Diagnosis	3
SOCW 608	Paradigms of Clinical Practice	3

Spring Semester		
SOCW 507	Social Work Research	3
SOCW 602	Specialization (II); Clinical Planning and Treatment Process	3

Summer Semester (Includes first, second, and third summer terms)		
SOCW 610	Human Diversity, Social Policy, and Social Work	3
	Elective	3

Second year

Fall Semester

SOCW 605	Practice Evaluation	3
	Elective	3

Spring Semester

SOCW 611	Graduate Field Placement (II)	4
SOCW 612	Graduate Field Placement Seminar (II)	2

Summer Semester

(Includes first, second, and third summer terms)

SOCW 692	Advanced Graduate Social Work Project	3
	Elective	3

School Social Work Specialization Program

The following courses are offered as a part of the School Social Work Specialization Program. The School Social Work Specialization will require completion of seven courses and completion of the MSW. Two of the courses will be taken in the Department of Education, and five of the courses will be taken in the Social Work Department. Students who elect to complete the specialization program will take an additional 12 credit hours.

EDUC 511*	Foundations and Legal Issues of Exceptionality
EDUC 690*	Special Topics in Education: Administrative Policies and Procedures
SOCW 625	Social Work practice with Children and Adolescents
SOCW 642	Foundations of School Social Work
SOCW 652	Family and Marital Therapy
SOCW 611	Field Placement in a School Setting - All students are expected to do a field placement and seminar as part of the MSW program. School social work students are required to complete their field placement in a school setting which normally runs for the K-12 (August-May) school year. (Coincides with school academic year and requires 600 hours.) Field placement hours may vary based on the state in which the student wants to be licensed.
SOCW 612	Graduate Field Placement Seminar II (Coincides with K-12 school academic year.)
(SOCW 611, 612 & 652 are a required part of the MSW program)	

*Course number could change

Course Descriptions

SCHOOL OF BUSINESS

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aide to students planning their programs of study.

Accounting

ACCT 501 Survey of Accounting (3) A survey of basic accounting techniques for graduate students who have not previously had an accounting course. May not be counted toward the 30 hours required for the M.B.A. degree. Non-MBA students require permission from their program director. No prereq. F

ACCT 601 Accounting for Decision Making and Control (3) A study of management accounting and its use to aid in planning, controlling, and evaluating operations. Prereq: ACCT 501 or equivalent.

ACCT 602 Seminar in Financial Accounting (3) A seminar course devoted to the conceptual and theoretical aspects of financial accounting, the economic environment of accounting, and the application of the conceptual framework to practice problems.

ACCT 603 Advanced Topics in Federal Taxation (3) This course provides an in-depth study of selected taxation issues faced by business entities. A review of Internal Revenue Code provisions and regulations will be made on those topics that are relevant to today's tax professional but generally beyond the scope of undergraduate taxation courses.

ACCT 604 Seminar in Accounting Information Systems (3) An examination of current issues related to accounting information systems that are confronting the accounting profession.

ACCT 605 Advanced Auditing Topics (3) Examination of current trends in auditing and analysis of major issues confronting the auditing profession.

ACCT 698 Accounting Internship (3) A cooperative work-study program designed to create a work situation where advanced business/accounting courses are made meaningful as a result of the perspective gained from professional experience. Grades assigned as Satisfactory or Unsatisfactory only. This class is restricted to students who are recent graduates or who are changing careers. No more than three credit hours of internship credit may be applied toward the degree requirements.

ACCT 699 Independent Study (1-3) Independent study of a topic or problem in accounting not otherwise covered in the curriculum. Prereq: consent of MSA director.

Administrative Systems/ Vocational Business Education

ASBE 571 Principles and Philosophy of Vocational Education (3) Philosophy and principles, and objectives of vocational education related to the needs of the beginning vocational teacher. Consideration of the various service areas, including wage-earning and non-wage earning vocational areas, as a foundation for further study.

ASBE 581 In-School Laboratory Program in Vocational Education (3) One of a series of courses that helps in the development of those special techniques and knowledge needed to teach and coordinate vocational business, marketing, or interdisciplinary cooperative educa-

tion programs. The examination, study, identification, and development of components of vocational education and their relationships and interrelationships between the LEA and the business community along with the development of specific In-School and School-to-Work related programs will be discussed.

ASBE 598 Techniques of Coordination Cooperative Education (3) One of a series of courses that helps in the development of those special techniques and knowledge needed to teach and coordinate vocational business, marketing, or interdisciplinary cooperative education programs. Discusses the duties and responsibilities of a cooperative vocational education coordinator, the development of a coordinator's manual, and his/her relationships to the school, parents, students, advisory committee, business, industry, and government.

ASBE 603 Workshop in Economic Education (3) Covers basic economic concepts and includes teaching techniques that can be used to integrate these concepts into various courses in the school curricula. Designed for teachers who are not specialists in economics.

ASBE 690 Special Topics (1-3) A study of contemporary topics or innovative developments in business and/or economic education.

ASBE 695 Special Topics: Faculty in the Factory Internship (3) This course focuses on arranged student/teacher internship experiences that identify the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies in the workplace. Curriculum materials and instructional strategies are developed for the infusion of SCANS competencies into Tech Prep and academic curricula. Prereq: consent of instructor.

Business Law

BLAW 618 Legal and Social Environment of Business (3) A study of the interaction of business with legal institutions, emphasizing both positive law and ethical concerns. The course focuses on those contemporary legal and social issues facing today's business decision-makers. Sp

Computer Information Systems

CIS 601 Information Systems and Technology (3) This course explores alternative approaches to managing the resources (computers, networks, software, data, and people) that organizations utilize in applying information technology (IT). It focuses upon the role of the user-manager in identifying opportunities (and avoiding pitfalls), developing applications, and creatively using IT to improve personal and organizational performance. F

CIS 699 Independent Study (1-3) Independent study of a topic or problem in computer information systems not otherwise covered in the curriculum. Prereq: consent of MBA director.

Decision Science

DSCI 501 Survey of Operations Research (3) An introduction to basic concepts and techniques of Operations Research in solving business problems and facilitating sound decisions. Spreadsheet applications such as Excel and QM for Windows will be introduced. Some of the topics include resource allocation techniques such as linear programming, network models, decision analysis and queuing models. Prereq: College Algebra. Sp

DSCI 601 Operations Research and Management (3) The course focuses on the concepts and techniques used to manage resources required to produce the goods and services of an organization, including the design, operation, control, and updating of operational systems. The course also addresses concepts used to solve business problems and facilitate sound managerial decisions, including linear programming and extensions, network modeling, project management, and multicriteria analysis. F

DSCI 699 Independent Study (3) Independent study of a topic or problem in the decision sciences not otherwise covered in the curriculum. Prereq: consent of MBA director.

Economics

ECON 501 Survey of Economics (3) A survey of micro and macro economic principles for MBA students who have not had the two economic principle classes at the undergraduate level. May not be counted toward the 30 hours required for the M.B.A. degree. Non-MBA students require permission from their program director. F

ECON 601 Managerial Economics (3) A study of economic concepts and tools useful to managers of business firms. Topics include optimization, demand, production and costs, market structure, pricing behavior, risk analysis, benefit cost analysis, estimation of economic relationships, and business cycles and forecasting. Prereq: ECON 501 or equivalent, and DSCI 501 or equivalent. Sp

ECON 699 Independent Study (1-3) Independent study of a topic or problem in economics not otherwise covered in the curriculum. Prereq: consent of MBA director.

Finance

FIN 501 Survey of Finance (3) An accelerated course in financial management designed for the first year MBA student who has little preparation in the subject. Provides the student with the basic analytical skills necessary for making corporate funding and expenditure decisions. May not be counted toward the 30 hours required for the M.B.A. degree. Non-MBA students require permission from their program director. Prereq: ACCT 501 or equivalent. Sp

FIN 601 Financial Management and Financial Markets (3) A comprehensive coverage of financial theories and their application to provide the MBA student with a basic understanding and appreciation of corporate finance. Prereq: FIN 501 or equivalent. F

FIN 699 Independent Study (1-3) Independent study of a topic or problem in finance not otherwise covered in the curriculum. Prereq: consent of MBA director.

Management

MNGT 601 Organizational Behavior and Human Resource Management (3) A study of individual, group, and organizational factors influencing behavior in an organization, as well as human resource management topics such as selection, performance management, compensation and reward systems, career development, diversity management, and employment law. Format will involve extensive discussion and experiential learning. F

MNGT 611 Leadership Skills (3) A highly interactive and experiential class focusing on the development of management and leadership

skills. The class focuses on developing a student's professionalism in the following areas: oral, written, and interpersonal communication, group dynamics, team building, creative problem solving, information and communication technology, change management skills, and the roles of leaders in a dynamic work environment. No prereq. F, Sp

MNGT 681 Strategic and International Management (3) Includes the development of an executive managerial perspective. The primary purposes of the course are to develop the ability to analyze complex corporate problems from a global perspective, and an awareness of the impact of changing business conditions and government policies on global organizations. Examines the globalization of industries and firm competitiveness. The format of the class involves the use of cases to assist students in the application of theory. Prereq: ACCT 601, ECON 601, FIN 601, MKTG 601, and MNGT 601. Sp

MNGT 699 Independent Study (3) Independent study of a topic or problem in management not otherwise covered in the curriculum. A study of cases to develop overall managerial perspective, the ability to analyze complex corporate problems, and an awareness of the impact of changing business conditions and government policies. Prereq: consent of MBA director.

Marketing

MKTG 501 Survey of Marketing (3) A general survey of marketing management. Focus on the management of the marketing efforts of the individual firm. Emphasis on the areas of product, pricing, distribution, and promotional strategies. May not be counted toward the 30 hours required for the M.B.A. degree. Non-MBA students require permission from their program director. No prereq. Sp

MKTG 601 Marketing Strategies (3) Analysis and control of the key marketing variables to develop successful strategic marketing plans. Emphasis on the major components of marketing strategy; establishment of overall corporate objectives; analysis of strategic business units; identification of creative alternatives; and examination of company, target market, and competitors. Views strategy formulation from the global and managerial perspectives. Examines significant marketing strategies and applies them to practical analysis of established marketing cases dealing with new and established product management, pricing, channels, and promotional aspects. Prereq: MKTG 501 or equivalent. F

MKTG 699 Independent Study (1-3) Independent study of a topic or problem in marketing not otherwise covered in the curriculum. Prereq: consent of MBA director.

Course Descriptions

BOWER-SUHRHEINRICH SCHOOL OF EDUCATION AND HUMAN SERVICES

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aide to students planning their programs of study.

Social Work

SOCW 503 The Social Welfare System (3) Examines the philosophical and ideological and historical foundations of contemporary social welfare issues and policies from a global systems perspective. The course

includes consideration of the influence of various political perspectives on the conceptualization of the welfare state. The emergence and the evolution, as well as contemporary issues facing the profession and the social and economic justice implications of policies on selected populations are discussed. In addition to considering policy alternatives, students will acquire skills in assessing social impact of social welfare policies in family and community systems as well as skills in tracing the historical development of contemporary social welfare policies at the U.S. federal and state levels. Prereq: admission to the MSW program. F

SOCW 504 Human Behavior and the Social Environment (HBSE) I (3) This course provides foundation knowledge about bio-psych-social cultural aspects of individual, family, and small group systems. Within this framework, emphasis is placed on issues related to human diversity and social justice. A holistic systems conceptual approach is used to demonstrate their relationship to larger social systems. Social systems; life-process development; culture and ethnicity; stress, coping and adaptation; and major social issues over the life span are emphasized in this course. Students will also learn about an overall framework or model for integrating concepts, understanding human beings in society, and optimizing human functioning in society. Prereq: admission to the MSW program. F

SOCW 505 Human Behavior and the Social Environment (HBSE) II (3) This course provides an integrative focus of examining the inter-relatedness of human physical, psychological, and social systems. Concepts related to culture, social stratification, environmental stress, disability, trauma, and ethnicity are presented in relation to their impact on human systems. Adaptation related to growth and development of the individual is presented with an emphasis on understanding the physical, emotional and social forces that affect human growth and development. Prereq: admission to the MSW program, and SOCW 503 and 504. Sp

SOCW 506 The Foundation of Social Work Practice (3) This course provides foundation knowledge at the graduate level about generalist social work practice. The course examines the wide range of knowledge and skills needed for collaborative work with individuals, families, groups, organizations and communities to promote planned change and enhance client empowerment. Using a systems perspective, the course focuses on work within social service agencies, including effective use of supervision and consultation, and critical thinking skills. Social work values and ethical decision making is presented by introducing students to the NASW Code of Ethics as an essential component of professional social work practice. Prereq: admission to the MSW program. F, Sp

SOCW 507 Social Work Research Seminar (3) This course builds upon the foundation of basic undergraduate research courses. Emphasis is placed on the continued development at the graduate level of critical analytical skills related to application of basic concepts in research methodology including problem formulation, research design, sampling, measurement and data analysis. The course will focus on quantitative and qualitative methods and familiarize students with the computer-based system for data entry and analysis. The course prepares students to be consumers and producers of social work research so that they can apply evidence-based interventions to diverse clinical settings and populations at risk and to utilize sound ethical principles related to research. Prereq: admission to the MSW program. F, Sp

SOCW 508 Micro Systems: Practice with Individuals, Groups, and Families (3) This course focuses on the development of knowledge, values, and skills needed for social workers at the graduate level to

practice with individual and small group systems. Particular consideration is given to examining the theories within a generalist framework for social work practice. Ethical principles, methodologies, and techniques are included as they relate to contemporary professional practice. Socio-cultural membership, gender, racial and ethnic factors, disabilities and other human diversity issues are studied as variables impacting the provision of social services to individuals, families and small group systems. The role of research in social work practice evaluation is covered. Prereq: admission to the MSW program, SOCW 503, 504, and 506. Sp

SOCW 509 Macro Systems: Institutional and Community Systems (3) Examines the theoretical frameworks that shape the foundation for social work generalist practice with organizations and communities. Built upon a liberal arts perspective of community and society, the course provides advanced knowledge about social work's professional relationships with organizations and communities. The course emphasizes skills to enhance competent macro practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, national economic justice. Prereq: admission to the MSW program, SOCW 503, 504, and 506. Sp

SOCW 510 Social Welfare Policy and Service (3) Provides a framework for social welfare policy analysis with special attention to the state policy making process and the impact of policy on persons that may be disadvantaged by poverty and other forms of oppression. The course emphasizes culturally competent policy practice and advocacy related to diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, and sexual orientation. Policy practice skills related to policy formulation development, implementation, and evaluation will be addressed. Prereq: admission to the MSW program, SOCW 503, and 504. Sp

SOCW 511 Graduate Field Placement I (3) Provides a "generalist" social work practice experience in a community based social service agency under the direct supervision of an agency based field instructor in consultation with social work faculty. Generalist practice is broadly defined; the parameters for practice are determined by the identified client needs, mission, and function of the agency and the level of training of the student. Typical roles of the student include: advocate, broker, educator, community organizer, group worker and individual counselor. Typical tasks: preparing psychosocial histories, developing service plans and implementing interventions congruent with the multi-variant client needs. Skills expected include the ability to communicate empathy, genuineness, positive regard and the ability to utilize a planned change process throughout the generalist model. Prereq: admission to the MSW program and completion of SOCW 503, 504, 505, 506, 507, 508, 509, 510, and permission of the director of field. Su

SOCW 512 Integrated Field Placement Seminar I (1) Taken concurrently with the field placement, this seminar integrates theory and skills from the classroom with the agency based field experience. "Generalist" social work practices as demonstrated in a variety of agency settings is evidenced by students sharing their field experiences and receiving feedback on their own application of generalist practice knowledge. Prereq: admission to the MSW program, and completion of SOCW 503, 504, 505, 506, 507, 508, 509 and 510. Su

SOCW 601 Clinical Specialization I: Clinical Assessment and Differential Diagnosis (3) This advanced course will focus on the clinical process of assessment and diagnosis from the perspective of social work practice. Students will discuss major frameworks for organizing assessment data and formulating diagnostic understanding, with

a view on the utility for clinical practice in varied settings with diverse populations. The Diagnostic and Statistical Manual of Mental Disorders (DSM) and other schemes for assessing and understanding human behavior, psychopathology, and mental disorders will be demonstrated and critically examined. Prereq: admission to the MSW program and completion of all 500 level core classes or advanced standing. F

SOCW 602 Clinical Specialization II: Clinical Planning and Treatment Process (3) Building upon SOCW 601, this advanced course provides an in-depth consideration of the clinical process of treatment planning and intervention in social work practice. The case study method will be utilized to discuss the application of assessment, treatment planning with a well-defined clinical focus, and evidenced-based intervention strategies to a variety of complex treatment concerns across diverse populations. Advanced case management and multidisciplinary collaboration are also covered. The development and application of advanced clinical reasoning is a major goal. The complexities of ethical, legal, and professional issues for clinical practice will be examined. Prereq: admission to the MSW program, completion of all 500-level core classes, or advanced standing and SOCW 601. Sp

SOCW 603 Administration and Policy Specialization I: Human Services Management I (3) This course will focus upon developing the skills and knowledge needed by Masters level social workers who move into management/administrative roles within a culturally diverse and changing social service environment. The course will include content on the changing trends in the social service sector, the administrator's role, management theory, management in public sector organizations, strategic planning, and culturally and ethically competent management within social service agencies. Additionally, policy analysis as it affects the organization and clients will be examined with a special emphasis on social and economic justice and diversity. Prereq: admission to the MSW program and completion of all 500-level courses, or advanced standing. F

SOCW 604 Administration and Policy Specialization II: Human Service Management II (3) This course will build upon the content in Human Services Management I. It continues to develop the skills and knowledge needed by social work human service managers within a changing diverse culture. Content will focus on human resource management to include development of skills and knowledge in the areas of leadership, supervision, staff development, structure, authority, funding, budgeting, grant writing, contracting, marketing and inter-organizational relationships. Human relations skills and knowledge including program/team development and conflict management will be emphasized with a focus on social and economic justice and diversity. Prereq: admission to the MSW program, completion of all 500-level core courses, or advanced standing status and SOCW 603. Sp

SOCW 605 Practice Evaluation (3) Practice evaluation refers to research strategies and designs used by social workers to assess the impact and effectiveness of social work interventions. The course prepares the social work practitioner for the systematic evaluation of direct services and treatment interventions. Specifically the course examines the theoretical and practical applications of outcome and process research. It also examines the use of qualitative and single system research designs in the context of the advanced clinical concentration curriculum. Prereq: admission to the MSW program and second year or advanced standing status and SOCW 507. F, Sp

SOCW 608 Paradigms of Clinical Practice (3) Provides content on contemporary theoretical paradigms and techniques of advanced clinical social work practice. This course builds on the foundation estab-

lished in the generalist practice classes taught in the first year MSW graduate curriculum. The focus is on the application of theoretical models to a variety of populations including clinical interventions with individuals, groups, couples, and family systems. Prereq: admission to the MSW program and completion of all 500-level core classes, or advanced standing status. F

SOCW 610 Human Diversity, Inequality, and Social Work (3) This course provides a broad base of knowledge pertaining to policy and practice with diverse populations regarding age, culture, class, ethnicity, disability, gender, national origin, race, religion, sexual orientation and international groups. Institutional, historical, and cultural barriers to equality are explored, with their implications for policy and practice within a global context. Micro and macro level implications of strength and resilience and the valuing of diversity will be addressed. Students will demonstrate an understanding of the impact of diversity and equality on human systems and social policy. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced standing status. Su

SOCW 611 MSW II Graduate Field Placement (4) Provides a “clinical” or otherwise “specialized” social work practice experience in a community based agency under the direct supervision of an agency based field instructor who has expertise in the specialization. While anchored in the liberal arts foundation, generalist model and values that distinguish social work as a discipline, this advanced practicum is both specialized and rigorous in its demands for interventions grounded in sound science, technical skill and the art of therapeutic practice. The MSW II placement provides opportunities for clinical activities building on the generalist foundation. Its emphasis is on the student developing a “therapeutic” style of practice while acquiring expertise within the specialization offered by the field agency. The ratio of generalist and clinical activities vary, depending upon the professional developmental needs of the individual student and the mission of the agency. Specializations may be defined by the problem, such as chemical dependency; the population, e.g., children and families; practice areas such as mental health or school social work and expertise in use of a particular intervention model. Prereq: admission to the MSW program, completion of all graduate foundation classes below SOCW 611, and permission of the director of Field Education. F, Sp

SOCW 612 MSW II Integrated Field Placement Seminar (2) Taken concurrently with SOCW 611, this seminar integrates theory and skills from the classroom with an agency based field experience. Therapeutic or clinical social work practices reflecting a variety of theoretical bases are demonstrated as students share their field experiences and receive feedback on their own application of specialized practice knowledge. Prereq: admission to the MSW program, completion of all graduate foundation classes below SOCW 611, and permission of the director of field education. F, Sp

SOCW 621 Introduction to Family Systems (3) Examines the family as a contemporary social institution. Consideration is given to historical, cross-cultural perspectives in exploring the range of issues the contemporary family must cope with. The course also examines the various therapy approaches to dealing with family issues and dysfunction. Skill in working with various family problems and configurations will be developed based on these theories. Various family systems including nuclear, single parent, blended and multigenerational families will be examined. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status. Sp

SOCW 625 Social Work Practice with Children and Adolescents (3) Examines the development and behavior of children and adolescents in relation to the ability to function in their roles in society, including in the family, with peers, schools or other systems. Assessment or functioning and interventions congruent with the child/adolescents’ needs are explored. Consideration will be given to the impact of the environmental context in which problems manifest, including community or organizational cultures and policy; socio-economic factors or other aspects of human diversity. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status. Sp

SOCW 627 Social Work Practice with the Elderly (3) This course focuses on the social worker’s role with aging individuals, groups, and communities. Development of knowledge and skills of intervention appropriate for both community and institutional services will be emphasized. Prereq: admission to the MSW program and completion of all graduate foundation classes or advanced standing status.

SOCW 629 Social Work Practice and Disability (3) This course examines a broad array of disability-related issues including various definitions of disability, the experience of disability, frameworks for understanding disability, services for persons with disabilities, the practice implications of public policy, role options for social workers, and practice considerations. Innovative social work practice, with an emphasis on a social construction model directed at inclusion-integration rather than a medical model emphasizing restoration will be emphasized. Prereq: admission to the MSW program.

SOCW 632 Social Work Practice with Persons with Serious Mental Illness (3) Examines the role of the social worker with persons with serious mental illnesses. Includes an examination of various etiological theories, cultural and family issues, community-based services, and evidence-based knowledge needed to plan, deliver, and evaluate services for this population. Prereq: admission to the MSW program.

SOCW 634 Social Work Practice With Substance Abusers and Their Families (3) This course will focus on the knowledge and skills essential to a range of social work roles and practice modalities with substance abusers and their families. Students learn to identify and critique the central issues that are addressed in the process of assessment and treatment intervention with this population. Special issues related to children and adolescents, family systems, ethnic groups, gay men and lesbians, elderly, disabled, and dually diagnosed are explored. Selected social policy and service delivery issues and research findings are considered. Prereq: admission to the MSW program.

SOCW 638 Minority Groups and Cultural Issues in Social Work Practice (3) Focuses on assisting students in developing a cultural and ethnic-sensitive approach to their practice. It also emphasizes the identification and use of different theoretical models of practice that can be effective in intervention with minority individuals, families, groups, and communities. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced standing status and SOCW 610.

SOCW 642 Foundations of School Social Work (3) This advanced practice specialization course exposes the students to the field of school social work. The focus will be on the role of the social worker in the school. This includes provision of evidence-based direct service, consultation, advocacy, program development and evaluation, evaluation of one’s own practice and service delivery, and liaison with families and community systems. Emphasis is placed on cultural competency and

inter-professional/inter-disciplinary collaboration in the provision of school social work services. Prereq: admission to the MSW program and completion of the 500-level core classes, or advanced standing status. F, Su

SOCW 645 Foundations of Occupational Social Work (3) This course is designed to expose the student to the emerging field of Occupational Social Work and the role of the social worker in the field. Various roles of graduate level social workers in the field will be examined including counselor, trainer/educator, mediator, program developer, and organizer. Models of occupational social work knowledge and skills needed for practice will also be examined. Prereq: admission to the MSW program.

SOCW 652 Family and Marital Therapy (3) This course provides theoretical models for understanding how families and couples function. It also examines approaches for assessing and treating families and couples. Expertise in working with various family and marital problems and configurations will be developed. Issues in working with diverse family systems in relation to therapeutic strategies and the social worker are explored. Prereq: admission to the MSW program and second year or advanced standing status. F, Su

SOCW 656 Behavioral Interventions in Social Work Practice (3) Focuses on the clinical applications of behavioral therapy to include social learning and cognitive therapies. Students will be exposed to the use of behavioral approaches relevant to the practice of social work. Prereq: admission to the MSW program and second year or advanced standing status.

SOCW 658 Cognitive Approaches to Intervention in Social Work Practice (3) This course provides an overview of the theoretical frameworks underlying cognitive approaches to clinical intervention. Content will be presented to enhance the intervention repertoire of the clinical social work practitioner with change concepts and techniques from cognitive approaches. Prereq: admission to the MSW program and second year or advanced standing status.

SOCW 660 Advanced Group Therapy in Social Work (3) This group course will focus on the development of therapeutic groups in social work practice. In particular it is about working with people in small groups in a way that is therapeutic, growth producing, and life enhancing. It teaches social work practitioners how to do clinical social work with groups, how to integrate small-groups theory and how to apply therapeutic group principles. The brief focal group therapy model is introduced and applied to various client populations such as those dealing with spouse abuse, incest, depression, post-traumatic stress disorder, and addictions. Prereq: admission to the MSW program and second year or advanced standing status. F, Su

SOCW 664 Crisis Intervention (3) Focuses on the identifying crisis as a process and the subsequent interventions used by social work practitioners to influence various crises. Students are expected to acquire competence in responding to crisis situations on primary, secondary and tertiary levels. Prereq: admission to the MSW program and second year or advanced standing status.

SOCW 666 Test and Measurement Issues in Clinical Social Work Practice (3) The course exposes students in social work to a variety of assessment tools used by social workers to evaluate practice intervention and to assess clients. Students will become familiar with the psychometric issues appropriate to evaluating assessment instruments, the implementation of assessment instruments with clients, and the interpretation of the results. Prereq: admission to the MSW program and second year or advanced standing status, SOCW 507 and 605.

SOCW 668 Human Sexuality: Sexology, Clinical Issues, and Interventions (3) Explores current research based knowledge in regard to human sexuality, including the sexology of erotic orientation, the cultural contexts of human sexual behavior and meaning of sexuality in context of the whole person. Interviewing skills and treatment approaches specialized to sexual issues, dysfunctions, including sexual anomalies, will be presented. Prereq: admission to the MSW program and second year or advanced standing status.

SOCW 670 Advanced Seminar in Community Planning and Organization (3) Comparative analysis of major theoretical models dealing with understanding and promoting change in organizing communities and society. The course will examine the history and development of community organizing, critically evaluate research findings about community planning and organization, and promote the development of new models to advance social and economic justice. Prereq: admission to the MSW program.

SOCW 671 Social Work Management in the Clinical Setting (3) This course examines theories and methods of social work administration in a clinical setting. It is organized around traditional management functions (planning, resource acquisition, budgeting, organizing, staffing, leading, and evaluating), and highlights performance in the areas of client outcomes, productivity and efficiency, resource acquisition and management, staff well-being, and strategic planning as ongoing process within the clinical setting. Particular attention will be given to the mental health and related policies that affect the social work administrator who functions within a clinical setting. This course is a requirement for students in the clinical concentration. Prereq: admission to the MSW program and second year or advanced standing status. F, Su

SOCW 692 Advanced Graduate Social Work Project (3) In this course, the students are expected to independently implement an integrative research project and summarize findings. This project will build upon knowledge developed in prior course work. It requires students to demonstrate an understanding of social work practice, use their knowledge of social research methodology and to utilize critical thinking appropriate to a graduate level professional social worker. Prereq: admission to the MSW program and completion of the foundation curriculum or advanced standing status. Su

SOCW 699 Independent Study (3) Independent study of a topic relevant to the professional discipline of social work that is not otherwise covered in the curriculum. Prereq: consent of the MSW program director.

Teacher Education

561 Microcomputer Applications for Educators (3) Examines ways computers can be used as productivity and instructional tools in educational settings. Applications include word processing, spreadsheets, databases, and utility programs. No prerequisite.

565 Computers in the Curriculum (3) Focuses on the integration of technology into the school curriculum. Explores educational and management software, productivity tools, emerging technologies (e.g., CD-ROM, laserdisc, multimedia/hypermedia, telecommunications), instructional strategies, key issues and trends related to computer technology in the teaching/learning environment. Prereq: EDUC 561 or equivalent strongly recommended, but not required. F, Sp, Su

566 Authoring Educational Multimedia Resources (3) Focuses on the systematic design and development of educational software and multimedia resources. Students plan instructional sequences, and then apply computer programming and courseware design skills to the development of informational, instructional, and constructional resources.

Internet, laserdiscs, CD-ROM, CD-audio, digitized audio, digitized still and motion video, and scanned images are incorporated into multimedia projects. Interdisciplinary, multimedia thematic units also are developed. Prereq: EDUC 214, 565, or equivalent.

567 The Internet in Education (3) Focuses on the process of connecting learners with remote resources as primary or secondary means of learning. Examines the systematic design and development of distance learning environments (e.g., video, computer, and Internet-based delivery systems) with special consideration to learner needs and varied communication channels. Students plan and design instructional sequences, then apply distance learning techniques that address issues such as the need for real-time vs. delayed interaction. The evolving roles of technology, faculty, and learners are discussed. The course will be taught using the technologies demonstrated in class. Prereq: EDUC 214, 565, or equivalent.

568 Advanced Instructional Technology (3) Focuses on technical and management skills needed to coordinate the technology program in a school. Technical topics include analyzing computer and networking environments (i.e., wiring, services, hardware, software), advanced instructional development, and conducting technology installation, maintenance, repair, and upgrades. Job and development and technical troubleshooting will be explored. Management topics include technology planning, implementation, and evaluation; staff development; facilities design; budgeting; and grant writing. Prereq: EDUC 214, 565, or equivalent.

569 Special Topics in Computer Education (1-3) Course is devoted at each offering to the study of a contemporary topic of innovative development in computer education. Semester hour(s) credit available for each offering and education faculty determines course requirements. Course repeatable for maximum five hours credit. Prereq: consent of instructor. F, Sp

588 Junior High/Middle School Curriculum (3) A study of the development and organization of instructional programs to meet the needs of early adolescents. Considers theories and processes for developing and evaluating curriculum for middle level students. Prereq: EDUC 601 or EDUC 603, or both courses if student has already taken a course from the advanced studies component.

590 Special Topics in Education (1-3) Study of a contemporary topic or innovative development in education. No prereq.

601 Research in Education (3) Introduces the field of educational research. The course emphasizes the understanding of quantitative and qualitative research, teacher action-research, and the evaluation of research reports. F, Sp, Su

603 Historical and Philosophical Influences in Education (3) Examines the nature and functions of formal education through a historical survey of educational development and a study of major philosophers whose thinking has influenced educational practice. F, Sp, Su

604 School and Society (3) Examines the interactions between cultures, their social norms and values, and their goals for education. Studies the roles of schools as preservers of cultures, preparers for participation in societies, and contributors to social progress. Analyzes the complex social, political, and economic characteristics that influence modern schools and the educational implications of these factors. No prereq.

605 Moral Dimensions of Schooling (3) Examines ethical theories and how they contribute to understanding the moral influence of schools and teachers. The course emphasizes the unintentional moral education that is embedded in what teachers say and do even when they are not intending to act as moral agents. Prereq: EDUC 601 and 603.

611 Secondary School Curriculum (3) Examines the philosophical and societal bases for the development of curriculum theories and practices in education. This course also analyzes curriculum issues relevant to teaching in contemporary secondary schools.

614 Elementary School Curriculum (3) Analysis of curriculum development in elementary schools, with emphasis on sources of curriculum, models of curriculum development, and processes of curriculum change. Examination of trends and issues, including equal access and multicultural education. Prereq: EDUC 601 or 603, or both courses if student has already taken a course from the advanced studies component.

621 Measurement and Evaluation in Education (3) Examines knowledge and skills in the construction, use and evaluation of measurement instruments and evaluation procedures in educational settings. Prereq: EDUC 601 or 603, or both courses if student has already taken a course from the advanced studies component.

622 Seminar in Educational Psychology (3) An examination of recent findings in areas of educational psychology. Focus on theory and applications to benefit instruction, learning, and evaluation in school settings. Prereq: EDUC 601.

631 Analysis of Instruction (3) Analyzes recent research literature regarding the improvement of instruction. Students examine research articles regarding teacher reflection, teacher effectiveness, cooperative learning, designing instruction to meet the needs of different learning styles, instruction to promote student constructions of meaning, instructional processes leading to portfolio assessment. Students write a review of literature in a chosen area.

641 Literacy Programs in the Classroom (3) A study of ways teachers can sustain a balanced literacy program in their classrooms for all students. Topics for course will be flexible depending on teachers' needs and interests; however, in general, the topics covered will include current innovations in the fields of reading (i.e., block instruction, incorporating standards, comprehension strategies, using literature circles), writing (i.e., writing process, writing assessment through writing traits and rubrics, choosing writing prompts), listening, and speaking. Emphasizes instructional practices and activities for use in the classroom.

642 Interdisciplinary Processes in Mathematics and Science (3) A study of curricular themes and instructional methods in mathematics and science for elementary teachers. Strategies for integration and accompanying materials will be examined. Interdisciplinary activities will be developed. Prereq: EDUC 601, 603, and 614.

643 Interdisciplinary Processes in Social Studies and Global Awareness (3) An investigation of the theoretical foundations for incorporating social studies, global awareness, and multicultural education into the integrated curriculum. Consideration for diverse learning needs and styles of children will be addressed within a multicultural framework. Analyzes implications of both the global perspective and pluralistic nature of American society. Prereq: EDUC 601, 603, and 614.

671 Integrating Seminar in Secondary Education (3) A culminating, research-oriented seminar which integrates professional knowledge,

professional skills and subject area knowledge. Students conduct a school-based research project, based on professional literature, and write a research report. Includes a supervised field experience. Prereq: completion of 24 hours in the MS secondary education program, including EDUC 631. F, Sp

674 Integrating Research Seminar in Elementary Education (3) A culminating, research-oriented seminar that integrates professional knowledge and professional skills. Students conduct a school-based research project, based on professional literature, and write a research report. Includes a supervised field experience. Prereq: completion of 24 hours in the MS elementary education program, including EDUC 631. F, Sp

690 Special Topics in Education (1-3) Study of a contemporary topic or innovative development in education. No prereq.

699 Supervised Research (1-3) Advanced research in a specific area of education. Topics arranged to meet the needs and interests of the student, subject to availability of graduate faculty to supervise the research. Repeatable for maximum of six credit hours. No prereq.

Course Descriptions SCHOOL OF LIBERAL ARTS

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aide to students planning their programs of study.

English

515 History of Rhetoric(3) An understanding and comparison of various movements in the history of rhetoric, with particular emphasis on the relationship between rhetorical strategy and one's image of man and on historical events which influenced rhetoric. The course aims to increase the scope of students' understanding of rhetoric and help them apply this knowledge to their own writing and their evaluation of the writing of others. No prereq.

517 History of the English Language (3) A chronological study of the recorded history of the English language from the ninth century to the present. Detailed study of major changes in phonology, lexicon (morphology and semantics), and syntax. Attention to the notion and practice of standard English and to the development and current state of dialects in the U.S.A. Format will include lecture and discussion. No prereq.

524 Chaucer (3) A study of the major works of Geoffrey Chaucer, particularly *The Canterbury Tales* and *Troilus and Criseyde*, with attention to the language and times of Chaucer. Format will include lecture and discussion. No prereq.

535 Fiction to 1875(3) A study of English and American prose fiction (principally the novel) before the late 19th-century change to modern realism and naturalism. The course includes the great Victorians and Americans through Hawthorne and Melville with relevant continental backgrounds. No prereq.

536 Fiction from 1875 to 1930 (3) A study of English and American prose fiction of the realist, naturalist, and early modern periods. The course includes such writers as James, Twain, Crane, Conrad, Lawrence, Joyce, and others, with major continental figures as well. No prereq.

537 Contemporary Fiction (3) A study of English and American prose fiction from approximately 1930 to the present, with continental backgrounds. No prereq.

538 Twentieth Century Southern Literature (3) A study of the literature produced by American southern writers from ca. 1920 to the present. No prereq.

544 Literature in the Secondary Schools (3) A course designed for graduate students who are seeking additional study on the issues related to the teaching of literature in grades 5-12, including censorship, literary literature, multicultural literature, the ethics of reading, and the connections between reading and the other language arts: writing, speaking, and listening.

548 Literary Criticism and Theory (3) A study of literary criticism and theory, both classic texts and contemporary trends. Readings from Plato to poststructuralism. Examination of traditional approaches such as psychological, Marxist, formal, as well as such diverse contemporary approaches as feminist criticism, structuralism, and reader-response criticism. No prereq.

599 Seminar in Literature and Language (3) An advanced topics course, with subject matter varying from semester to semester. Not to be taken more than once by master's degree candidates without prior permission of the English Department. No prereq.

601 Introduction to the Professional Study of English (3) An introduction to English as a professional discipline beginning with a history of English studies within American institutions of learning. Provides a context for future activities in teaching and scholarship by providing direct experience not only with the range of activities professionals engage in, but also with the bibliographic methodologies they pursue. No prereq.

602 Writing Portfolios (3) A composition course designed for area teachers emphasizing issues related to the teaching of writing in the secondary schools. No prereq.

History

500 Special Studies in History (1-3) Historical studies offered in conjunction with special activities and events such as seminars, conferences, fieldwork, and research. No prereq.

519 Communal Societies in America (3) A study of the principles, practices, historical development, and contributions of communal societies in America from 1663 to the present. Emphasis on Shakers, Harmony Society, Mormons, Owenites, Brook Farm, Oneida, Hutterities, Theosophists, and recent communitarians. No prereq.

539 History of Indiana (3) A survey of the history of Indiana from early to modern times. No prereq.

598 Graduate Seminar in U.S. History (3) A graduate research course in selected fields of American History.

599 Graduate Seminar in European History (3) A graduate research course in selected fields of European History.

604 The American West (3) Participants in this course will study how Americans view and interpret their nation's history with particular attention to the American West. Topics will include the frontier experience, regionalism, and cultural diversity. Writings, films, pho-

tographs, music, and art will be basic course materials. Interpretations of major historians will be considered. A humanities core course in the MALS program. No prereq. Cross-listed as LBST 604.

Journalism

581 Public Affairs Reporting (3) A course that polishes the communications skills of journalism teachers and student publication advisors. Course work, writing assignments, and class lectures and discussions will focus on the covering of local and state government, the judicial system, local and state legislative processes and regional agencies. Assignments include an in-depth research paper on an issue or topic of current interest. Prereq: consent of instructor.

Liberal Studies

550 Special Studies in Liberal Arts (1-3) Liberal studies in conjunction with special activities and events such as seminars, conferences, fieldwork, lecture series, research, and travel. Repeatable, but only a total of three hours may apply to the 33 hours required in the MALS degree. Credit varies, and the instructor together with the director of the MALS program will determine the amount of credit. Prereq: consent of the instructor.

590 Interdisciplinary Topics in Liberal Studies (3) A seminar in which students will draw upon their educational experiences to develop interdisciplinary responses to a problem or issue in contemporary life. Course parallels LIBA 497 in the undergraduate curriculum and will be offered in concert with sections of that class but with additional requirements suitable for the awarding of graduate credit. No prereq.

601 Language (3) A study of the complex abstract system that links meanings with sounds and symbols. Beginning with the question "what is language?" this course explores all aspects of language study, including how children learn language; how languages change; how regional dialects vary. It provides an interdisciplinary survey of basic concepts and applications to understand the subconscious knowledge speakers have. The course will provide an opportunity for students to upgrade their interdisciplinary academic writing skills if necessary. A humanities core course in the MALS program.

602 Nature and Nurture (3) An introduction to the neurogenetic revolution currently gaining momentum in the biological and social sciences. The course examines research and theory from the fields of evolutionary psychology, behavioral genetics, and behavioral endocrinology as challenges to the anti-biological perspectives on human social behavior found in traditional social science. Such issues lend themselves well to the most important purpose of the course: developing the skills, worldview, and values of a critical thinker. A social sciences core course in the MALS program. No prerequisite.

603 American Values: Contemporary Debate (3) An examination of current controversies involving the evolution and effects of values in American culture, including equality, materialism, personal responsibility, and rights. Explores the relationships between cultural and economic forces with respect to such social problems as poverty, crime, racial friction, and family disorganization. A social sciences core course in the MALS program. No prereq. Cross-listed as SOC 603.

604 The American West (3) Participants in this course will study how Americans view and interpret their nation's history with particular attention to the American West. Topics will include the frontier

experience, regionalism, and cultural diversity. Writings, films, photographs, music, and art will be basic course materials. Interpretations of major historians will be considered. A humanities core course in the MALS program. No prereq. Cross-listed as HIST 604.

605 Temporality in the Sciences (3) An intensive analysis of the role of time in the development of science. An interdisciplinary study assuming several distinct temporalities that form a nested hierarchy proceeding from the level of electromagnetic radiation to the mind of man. Investigates each temporality and its contribution to our overall understanding of the physical world. A science core course in the MALS program. No prereq. Cross listed as GEOL 605.

606 After Darwin (3) A study of the consequences of Charles Darwin's theories as they pertain to the humanities including history, literature, philosophy, religion, and civics. Includes a discussion of the methodologies of humanities research. A humanities core course in the MALS program. No prereq.

607 Metals Through the Ages (3) The development of metallurgy and the use of metals against the backdrop of history. Properties of metals and the challenges facing people as metals came into use over time. Mining, mining activities, and trade of metals. No prereq.

LBST 608 Cathedrals (3) The objective of this course is to develop an understanding of and an appreciation for the relationships among art, architecture, music, spirituality, sociology, economics, science, and technology by studying the cathedrals and other great churches of medieval Europe. A science core course in the MALS program. No prereq.

LBST 609 Readings in Contemporary Science and Mathematics (3) This course is designed to introduce graduate students who are not necessarily scientists to the literature of modern science and mathematics. Students will select, read, report on and discuss books from reading lists provided by the instructor in five different areas of science and mathematics. An elective course for the Master of Arts in Liberal Studies and Master of Science in Education programs. No prereq.

LBST 610 Capstone Course, Graduating Seminar in Liberal Studies (3) The objective of this course is to give students in the MALS program an opportunity to create a meaningful synthesis of their core courses and electives. The organizing topics for this course can be varied. This course along with one other 600 level elective constitutes one of the options for the final six hours of the MALS called the Capstone Experience.

680 Topics in Liberal Studies (3) Examination of topics germane to the liberal arts but not included in the regular graduate course offerings. Specific topics will vary from semester to semester and will be announced in the schedule of course offerings. No prereq.

690 Independent Work in Liberal Studies (1-3) Directed study or research in a specific area of liberal studies. Topic of investigation is selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not to be taken more than twice by master's degree candidates without prior permission of graduate advisor. No prereq.

697 Capstone Project in Liberal Studies I (3) The first of two courses involving intensive study of a topic within liberal studies, selected with the student's faculty advisor and approved by the members of the MALS faculty advisory committee. Combined with the LBST 698, the

study should yield a written work of sufficient length and quality to warrant a total of six hours of graduate credit, although projects such as artistic creations, computer programs, theatrical productions, and community service programs also may be acceptable. Final grade recorded as satisfactory or unsatisfactory only. Prereq: acceptance to MALS program; permission of student's graduate advisor.

698 Capstone Project in Liberal Studies II (3) The second of two courses involving intensive study of a topic within liberal studies, selected with the student's faculty advisor and approved by the members of the MALS faculty advisory committee. Combined with LBST 697, the study should yield a written work of sufficient length and quality to warrant a total of six hours of graduate credit, although projects such as artistic creations, computer programs, theatrical productions, and community service programs may also be acceptable. Final grade recorded as satisfactory or unsatisfactory only. Prereq: acceptance to MALS program; permission of student's graduate advisor.

698 Capstone Course, Graduating Seminar in Liberal Studies (3) The final course taken by those students choosing the Capstone Courses option. The course will attempt to help students put together a coherent synthesis of their MALS experience.

Political Science

512 The Politics of Education (3) Major political actions that relate to education, with emphasis on school boards, state legislatures, federal grants, and interest groups. Issues include community control, educational power, and financial decision-making. No prereq.

Sociology

603 American Values: Contemporary Debates (3) An examination of current controversies involving the evolution and effects of values in American culture, including equality, materialism, personal responsibility, and rights. Explores the relationships between cultural and economic forces with respect to such social problems as poverty, crime, racial friction, and family disorganization. A social science core course in the MALS program. No prereq. Cross-listed as LBST 603.

Spanish

516 Spanish-American Novel (3) Survey of the genre in Spanish America from the romantic to the psychological novel. No prereq.

518 Spanish American Poetry (3) The major figures and movements in Spanish-speaking America. The course will apply a variety of critical approaches (comparative, biographic, sociological, psychological, structuralist, etc.) to the analysis of poetic texts. No prereq.

521 20th Century Mexican Novel (3) 20th century Mexican novel from the revolution to the present. No prereq.

554 Golden Age Drama (3) Study of verse dramas that illustrate the dramatic techniques and universal themes prevalent in Spain (1600-1700). No prereq.

556 Don Quixote (3) Detailed analysis of Cervantes' novel. Life and times of the author. Importance of the work to the development of the novel as an art form. No prereq.

576 Realism and Naturalism in the Nineteenth-Century Spanish Novel (3) Analysis of the artistic theories of Realism and Naturalism as experienced in the nineteenth-century Spanish novel and selected critical writing. Prereq: consent of instructor.

Course Descriptions SCHOOL OF NURSING AND HEALTH PROFESSIONS

Following certain course descriptions are the designations: F, Sp, Su. These indicate the semesters fall, spring, summer in which the course is normally offered and are intended as an aide to students planning their programs of study.

Health Administration

MHA 621 The Health Services System (3) This course allows students the opportunity to analyze the current organizational arrangements and patterns for the provision and financing of health care services in the United States. Topics include the health care process and factors which affect need, access and use of services; factors affecting the supply and distribution of health professionals and health facilities; factors related to health care costs; quality assessment and quality assurance; the impact of legal and regulatory actions; technology evaluation; and financing of care through private health insurance and governmental programs. Emphasis will be placed on current trends in the organization, financing and delivery of health care, including managed care, health care reform, mergers, consolidations, and integrated delivery systems. As well, the inter-related nature of all aspects of the health care delivery system will be illustrated throughout the course. First year. F

MHA 622 Biostatistics and Epidemiology (3) Course provides the statistical and epidemiological basis for the science-based evaluation of health data and services. In order to make objective administrative decisions, proper interpretation and analysis of information is essential. This course addresses statistical tools used in the evaluation of data and potential sources of statistical error. Likewise, epidemiological methods used to infer relationships between factors and outcomes are addressed including the major threats to study validity. Specific areas covered include: data types and sources, statistical tests commonly used in the health field, sampling error, study designs and associated issues, bias within studies, and the effect and control of other factors that may affect results. Additional topics include: data based decision-making, analytic approaches, and the use of meta-analysis in health services. Course will include a critical review of health data from research or the literature and the development of a study design directed at administrative issues in health services. First year. F

MHA 623 Operations and Control Systems Research in Health Care Organizations (3) Provides framework for decision-making for both operating and control systems in the health care environment. Emphasizes basic modeling techniques and examples of actual hospital applications. Students study health care information systems and operations research techniques. First year. Sp

MHA 624 Applied Economic Analysis in Health Care (3) Examines economic theory and the concepts of production, distribution, supply, demand and utilization of individual and public health care resources. Focuses on the relevance of economic analytic techniques, and their application to processes of resource allocation. Emphasis is also placed on the economic analysis of public policy development. First year. Sp

MHA 625 Marketing and Competitive Strategies in Health Care (3) Concepts of marketing and competitive strategies are applied to health care settings. Topics include health consumer behavior, market segmentation and targeting, medical staff relations, forecasting service demand and analysis of the competitive environment using market research, new product development, product pricing and distribution, advertising and public relations, personal sales techniques, and strategy

formulation. Emphasis is placed on methodologies for developing organizational strategic plans using the marketing approach. First year. Su

MHA 626 Legal and Ethical Issues in Health Care (3) Legal issues related to the organization and delivery of health care will be examined, along with the ethical and moral considerations associated with the management of health care facilities and the provision of health services. Topics include government regulation of health care facilities and occupations, civil rights regulations regarding diversity, fraud and abuse, institutional and personal liability for negligence and malpractice, patient consent requirements, termination of care, confidentiality of medical information, medical staff credentialing, peer review of care, utilization review, and managed care regulations. Treatment of ethical and moral issues will emphasize the understanding of diverse viewpoints and methods for resolving conflicting moral obligations. Concerns arising from potential conflicts between legal and moral obligations are also investigated. First year. Su

MHA 631 Individual and Group Behavior in Health Care Organizations (3) Provides theory, knowledge and skills from organizational psychology and organizational behavior to understand and effectively manage individuals and groups in health care organizations. Traditional and contemporary issues in power and conflict resolution, organizational development, decision-making and group dynamics, performance appraisal and compensation, work stress, and discrimination are discussed. Second year. F

MHA 632 Administration of Health Care Organizations (3) Theories of administrative practice are examined and applied to the complex human relationships existing in healthcare facilities. Special attention is paid to the physician-management relationship, policy development, decision making, and strategic planning. Second year. F

MHA 633 Human Resources and Labor Relations Management in Health Care (3) Concepts in human resources management as applied to health services organizations are presented. Topics include the relationship between human resources management and general management, the nature of work and human resources, compensation and benefits, personnel planning, recruitment and selection, training and development, employee appraisal, and discipline. Labor relations topics focus on the history of the labor movement; legal regulations related to labor; union structure and formation; the analysis of union contracts; the collective bargaining process; grievance and arbitration; and the problems of managing with and without a contract. Second year. Sp

MHA 634 Financial Management in Health Care Organizations (3) Principles of financial management and insurance are integrated and applied to health care. Methods of public and private financing for a variety of providers and services are examined. Costing concepts are applied to the financial control of health care operations and managed care contracts. Strategic financial planning, financial statement analysis, and budgeting are also covered. Students use spreadsheet software to complete assignments that model actual health care practice. Second year. Sp

MHA 635 Seminar in Health Care Administration (3) As the integrative capstone course for the Master of Health Administration student, emphasis is placed on developing problem-solving skills in multifaceted scenarios taken from actual situations. Learning goals include the assimilation of new information from various sources, including the current literature and research; preparing appropriate solutions within a team environment; and exhibiting leadership among peers. Second year. Su (Approval Pending)

MHA 636 Administrative Effectiveness in Health Care Settings (3) This course is designed to prepare students for distinctiveness and success in the employment market. Emphasis is on developing management skills, including communications, public speaking, negotiating, mediating, using political strategies, problem solving, time management, and team building. Other topics include stress management, career planning, personal marketing, and effective interpersonal relationships. Second year. Su (Approval Pending)

MHA 641 Health Care Administrative Residency (3) The administrative residency provides exposure to all facets of a health care organization. The student will present a meaningful end product to the host organization at the culmination of the experience. The structure of the residency is flexible, and varies with the student's interests, the preceptor's priorities, and the needs of the organization. Third year. F (Approval Pending)

Health Professions

HP 535 Eastern Medicine: Integrative Complimentary Health Care (3) This course facilitates the study of Eastern medicine and its influence on integrative/complimentary health care therapies. Emphasis is on the historical and social influences of the evolving model of east-west healing and health care. Specific modalities will be studied with emphasis on research support for efficacy, self care and use in contemporary health care practices. Implications for changes in health care concepts and health care provider roles will also be discussed. F, Sp

HP 584 Environmental Health (3) Introduces various environmental risks to health status, and the role of public health controls to safeguarding at-risk populations. These areas include: food production, water purity, wastewater and solid waste handling, anthropod and pest control, air quality, and occupational and industrial hazards to health. F

HP 585 Epidemiology (3) Introduces the principles and methods of epidemiology used to study health related issues in populations. Covers models of disease causation and the association of health risk factors. Includes common epidemiological measures, epidemiological study designs, disease surveillance, and outbreak investigation. Applies epidemiological principles and methods to health service organizations and clinical settings by developing critical literature reviews and study design skills. Prereq: a course in statistics. Sp

HP 671 Curriculum Development for the Health Professions Educator (5) The focus of this course is curriculum development for the health professions educator in higher education. Emphasis is placed on the role of faculty in higher education and curriculum development, philosophical foundations of curriculum, curriculum components, the process of curriculum development, and curriculum designs/models. Current issues influencing curriculum development in higher education are emphasized. F

HP 672 Teaching Strategies for the Health Professions Educator (5) This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of health professions is provided. Sp (Approval Pending)

HP 673 Evaluation Strategies for the Health Professions Educator (5) This course focuses on the process of evaluation in the education of health professions educators. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in education are emphasized. Sp (Approval Pending)

Nursing

NURS 570 Special Topics in Nursing (1-3) Analysis and study of special topics in nursing and health care.

NURS 571 Advanced Health Assessment (3) Didactic instruction and clinical practice in physical assessment, developmental screening, history taking, nursing, and medical diagnosis. Teaching methods include lecture, independent study, laboratory, and clinical practice. Su

NURS 574 Perioperative Nursing (3) Exploration of the advanced role of the perioperative nurse focusing primarily on intraoperative nursing care. Includes traditional, endoscopic, and laser surgical procedures in specialty areas and same-day surgery preparation and post-anesthesia care. Critical thinking and decision making skills in perioperative nursing will be enhanced through written assignments focused on client teaching, management, and clinical research topics.

NURS 576 Cardiovascular Surgical Nursing (3) Advanced knowledge and research concerning the care of patients undergoing cardiac surgery for the professional critical care nurse. Focuses on state of the art management of cardiac surgery patients and critical thinking skills using case studies requiring direct application of content and clinical decision making skills. Emphasizes the collaborative role of nurses as they participate in the care of the critically ill cardiac surgery patient.

NURS 578 Rehabilitation Nursing (3) Examination of the scope of professional nursing practice in the rehabilitation nursing speciality. Emphasis on the diagnosis and treatment of individual and group responses to actual and potential health problems resulting from altered functional ability and altered lifestyle.

NURS 581 Advanced Concepts of Pathophysiology (3) The physiological and pathological base for the advanced practice nurse to provide care to children and adults with acute and/or chronic illness. Examines theories and concepts relevant to pathophysiologic processes. F

NURS 582 Oncology Nursing (3) Opportunity for advanced knowledge of adult oncology nursing. The dimensions of prevention and early detection, diagnosis, treatment, palliation, rehabilitation, and survivorship are studied with diagnostic evaluation, classification, staging, and various treatment modalities for a selected range of malignancies.

NURS 612 Advanced Nursing Research (3) Foundation for participating in research and the significance of research to nursing. Includes quantitative and qualitative methodologies. Students critique nursing research and develop a research or project proposal. F

NURS 613 Theoretical Basis for Advanced Practice Nursing (3) An introduction to the application of theory in nursing research and practice. Studies include philosophy and methods, pioneers in nursing theory, and selected non-nursing theories related to nursing practice and the nursing profession. F

NURS 614 Issues in Advanced Practice Nursing (3) Examination of issues relevant to advanced practice nursing and the health care delivery system including advanced practice roles, legal aspects of practice, scope of practice, credentialing, concepts of authority, power, and leadership, ethical aspects of practice, cultural sensitivity, continuous quality improvement, economics of health care delivery, legislative and policy-making activities, and allocation of health care resources. Sp

NURS 615 Nursing Synthesis (3) Synthesis of scholarly concepts in nursing practice. Options include initiating or participating in a research project or developing and implementing an innovative scholarly project. Projects may include participation in nursing research, political activity, case management, community assessments, or other faculty-student directed activities. Prereq: NURS 612 and NURS 613. Sp

NURS 616 Management of the Client in the Health Care System (3) Examination of organizational behavior and role competencies related to advanced practice nursing. Topics of discussion include managed care, case management, disease management, integrated care systems, professional leadership, change theory, conflict theory, practice management, and computer literacy. Clinical practice focuses on cost effective management of client needs in a dynamic health care system. Su

NURS 622 Graduate Pharmacology for Advanced Practice Nurses (3) This course is designed to provide the advanced practice nursing student with knowledge of pharmacological agents and herbal therapies used in the treatment of adults, adolescents, and young children. Emphasis is placed on indications, mechanisms of actions, prescriptive drug protocols, adverse reactions, and appropriate dosages. Through the use of variety of instructional methods, this course prepares students to design, implement, monitor, and alter effective patient pharmacological therapy. Sp

NURS 624 Economic Policies in Nursing and Health Care (3) Application of economic theories and analytic techniques to resource allocation in nursing and health care is discussed. Skill development to analyze health care issues from an economic perspective will be emphasized including three fundamental observations of the world that 1) resources are scarce relative to wants; 2) resources have alternative uses making choice (rationing) necessary and inevitable; and 3) there are significant variations in the relative importance that people attach to wants, making unique solutions unlikely. Sp

NURS 625 Marketing and Competitive Strategies in Nursing and Health Care (3) Concepts of marketing and competitive strategies are applied to nursing and health care organizations. Emphasis is placed on methodologies for developing nursing and organizational strategic marketing plans. Su (Approval Pending)

NURS 627 Nursing Informatics (3) Concepts and issues surrounding technology and information management are presented. Factors that influence information technology, database management, and information systems will be analyzed. Su (Approval Pending)

NURS 631 Individual and Group Behavior in Nursing and Health Care Organizations (3) Organizational behavior theories are presented and effective management strategies are formulated to lead individuals and groups in health care organizations. Traditional and contemporary issues including power, conflict resolution, organizational development, decision-making and group dynamics will be discussed. F

NURS 632 Administration of Nursing and Health Care Organizations (3) Administrative theories are examined and applied

to complex human relationships existing in nursing and health care. The course focuses on the nature and make up of organizations, structuring and coordinating work, and the influence of complex systems, community behavior and internal leadership on the direction and decision-making capacity of health care organizations.

NURS 633 Human Resources Management in Nursing and Health Care (3) Concepts in human resources management as applied to nursing and health care organizations will be presented. Specific labor management issues related to nursing and health care organizations will also be incorporated. Sp

NURS 634 Financial Management in Nursing and Health Care Organizations (3) Principles of financial management and reimbursement are integrated and applied to nursing and health care. Strategic financial planning, financial statement analysis, budgeting, and financial decision making strategies are presented. Prereq: NURS 571, 581, 613, 614, 616, 624. F

NURS 635 Business of Nursing (3) Integration of the nurse manager/administrator in policy making at the organizational, local, regional, and national level is presented. Legal and ethical considerations in policy issues and nursing administration are discussed. Each student will assume the lead role in the development, implementation, and evaluation of administrative project addressing a policy issue. Prereq: NURS 634. Sp (Approval Pending)

NURS 645 Advanced Assessment and Intervention I (6) Advanced practice management of adults with acute and/or chronic illness in a changing health care delivery system. Emphasis is on the synthesis of psychological, behavioral, social, and physiological theories in the therapeutic management of clients with acute and/or chronic illness, including disease prevention and health promotion. Develops the role of the clinical nurse specialist in the dimensions of clinician, researcher, educator, consultant, collaborator, and manager. Clinical experiences utilize holistic, research-based nursing therapies to care for individuals, families, and aggregate populations within communities. Prereq: NURS 571, 581, 613, 614, 616, and 622. F

NURS 646 Advanced Assessment and Intervention II (6) Continued study of advanced practice management of adults with acute and/or chronic illness in a changing health care delivery system. Emphasis is on the synthesis of psychological, behavioral, social, and physiological theories in the therapeutic management of clients with acute and/or chronic illness, including disease prevention and health promotion. Content is centered on the continued development of the role of the clinical nurse specialist in the dimensions of clinician, researcher, educator, consultant, collaborator, and manager. Clinical experiences utilize holistic, research-based nursing therapies to care for individuals, families, and aggregate populations within communities. Prereq: NURS 645. Sp

NURS 647 Clinical Nurse Specialist Role Integration (3) This clinical course facilitates the integration of CNS role dimensions of clinician, researcher, educator, consultant, collaborator, and manager. Through the use of specialized practice and application of theoretical knowledge the students provide expert, holistic care to individuals, families, and communities within a specific client population. Prereq: NURS 646 (pre or co-requisite). Sp or Su

NURS 654 Primary Care Nursing of Families I (6) Focus on the clinical management of the health/illness status of children, adults, and elders within a family framework. Includes theoretical concepts related

to individual development and family function. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role development, including interdependent and independent practices. Prereq: NURS 571, 581, 613, 614, 616, and 622. F

NURS 655 Primary Care Nursing of Families II (6) Continued expansion of clinical management of children, adults, and elders within a family framework. Includes theoretical concepts related to the management of families with acute or chronic health care crises. The clinical focus is on the role of the nurse practitioner in primary care management including health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education. Emphasizes role development, including interdependent and independent practices. Prereq: NURS 654. Sp

NURS 656 Family Nurse Practitioner Practicum (6) Intensive clinical experience in the family nurse practitioner role. Select preceptorships are designed to maximize individual student learning needs and provide a comprehensive experience to develop expertise in caring for individuals and families. Prereq: NURS 655. Su

NURS 663: Advanced Practice Nursing Care of Geriatric Clients I: (6) This course focuses on the clinical management of the health/illness status of geriatric clients. This course includes theoretical concepts related to aging. The clinical component focuses on the role of the advanced practice nurse in primary, long-term, and acute care settings and includes health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education of geriatric clients and families. The course emphasizes role development, including advanced practice therapeutics and independent/interdependent practices. Prereq: 571, 581, 613, 614, 616, and 622. F (Approval Pending)

NURS 664 Advanced Practice Nursing Care of Geriatric Clients II (6) This course focuses on the clinical management of the health/illness status of geriatric clients. This course includes theoretical concepts related to aging. The clinical component focuses on the role of the advanced practice nurse in primary, long-term, and acute care settings and includes health promotion, illness prevention, assessment, treatments for acute and chronic illnesses, and education of geriatric clients and families. The course emphasizes role development, including advanced practice therapeutics and independent/interdependent practices. Prereq: NURS 663. Sp (Approval Pending)

NURS 665 Advanced Practice Nursing Care of Geriatric Clients III: (6) Intensive clinical experience in the geriatric nurse practitioner role/gerontological clinical nurse specialist. Focuses on the clinical management of the health/illness status of elders within a family framework. The clinical focus involves the advanced practice nurse in primary, secondary, and long-term care management of health promotion; illness prevention; assessment; treatments for acute and chronic illnesses; education of patients, family members, and staff; referral and collaboration; research; advocacy; consultation; and management. Selected preceptorships are designed to maximize individual student learning needs and provide a comprehensive experience to develop expertise in caring for older adults. Prereq: NURS 664. Su (Approval pending)

NURS 671 Curriculum Development for the Nursing Educator (5) The focus of this course is curriculum development for the nursing educator in higher education. Emphasis is placed on the role of faculty in higher education and curriculum development, philosophical foundations of curriculum, curriculum components, the process of curriculum

development, and curriculum designs/models. Current issues influencing curriculum development in higher education and the discipline of nursing are emphasized. F

NURS 672 Evaluation Strategies for the Nursing Educator (5) This course focuses on the process of evaluation in the education of nurses. Evaluation models and concepts related to the measurement of outcomes in classroom and clinical instruction are introduced, as well as those related to program evaluation. Legal and ethical issues related to student evaluation are discussed. Current issues related to the evaluation of outcomes in nursing education are emphasized. Sp (Approval Pending)

NURS 673 Teaching Strategies for the Nursing Educator (5) This course focuses on the assessment of learning needs and the development and implementation of learning experiences in the classroom and clinical setting. The theoretical foundations of teaching and learning, selection of appropriate teaching strategies for classroom, simulated laboratory and clinical instruction, use of multimedia learning resources, and the concept of distributive learning are emphasized. Experience in developing and implementing learning experiences for the education of nursing professionals is provided. Sp (Approval Pending)

NURS 674 Management of Acutely Ill Adults I (6) This course focuses on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 571, 581, 613, 614, 616, and 622. F

NURS 675 Management of Acutely Ill Adults II (6) This course continues the focus on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 674. Sp

NURS 676 Management of Acutely Ill Adults III (6) This course continues the focus on the management of adult clients who are acutely/critically ill or experiencing an exacerbation of a chronic health problem. The clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team across settings to facilitate and accelerate the patient's return to optimal health. Prereq: NURS 675. Su

Course Descriptions

POTT SCHOOL OF SCIENCE AND ENGINEERING

Biology

536 Molecular Biology Techniques (4) A project-oriented laboratory course in purifying, manipulating, and analyzing DNA using biotechnology techniques. Techniques include DNA cloning and expression, gene library construction and screening, PCR amplification of DNA, and DNA sequencing. Prereq: CHEM 254 or 321, BIOL 334, 375, and 376, or consent of instructor.

561 Developmental Biology (4) Study of the progressive changes that occur within cells, tissues, and organisms during their life span. Studies development from the molecular, biochemical, genetic, morphological, and physiological levels. Emphasis on experimental approaches to gene expression and its role in programming development. Prereq: BIOL 334, 434.

651 Topics in Biology for Teacher Preparation and Enhancement (1-4) A special topics course for advanced teacher preparation and for in-service teacher enhancement. Advances in biological concepts, processes, methods, or issues. Focus on new advances in knowledge, hands on experiences, the interface of scientific knowledge with topics of daily life and environmental concern, or ethical issues raised by new advances in biology. Subject matter will vary from semester to semester when the course is offered. Prereq: consent of instructor.

691 Graduate Topics in Biology (1-4) Advanced independent study course for biology graduate majors in which topics on the broad inter-relationships of biology with other sciences are considered. Prereq: consent of instructor.

Chemistry

518 Seminar and Chemical Literature (2) A study of the chemical literature. The preparation of a scientific manuscript and the presentation of a seminar.

521 Instrumental Methods of Analysis I (3) A study of principles and applications of instrumental analysis including an introduction to error analysis and absorption and emission spectroscopy. Techniques include UV, IR, NMR, atomic absorption, and emission. Prereq: CHEM 253, 321.

522 Instrumental Methods of Analysis II (3) A continuation of CHEM 521 with emphasis on electronics, chromatographic techniques, and electro analytical methods. Prereq: CHEM 253, 321.

541 Inorganic Chemistry (4) Introduction to the chemistry of all the elements, developed from the principles governing atomic structure and bonding, with special emphasis on transition metal and organometallic chemistry. A special research project is required.

553 Organic Qualitative Analysis (3) The development of the qualitative procedures and techniques used in organic chemistry. Prereq: CHEM 254.

558 Topics in Organic Chemistry (2) An advanced course in organic chemistry that considers special topics. Prereq: CHEM 254; recommended CHEM 462.

Geography

575 Remote Sensing and Image Analysis (3) A study of elements of airborne and space-borne remote sensing systems, including aerial photography, radar, thermal, multi-spectral. Emphasis on use of remotely sensed images for environmental monitoring, resource assessment, land use, and terrain analysis.

Geology

605 Temporality in the Sciences (3) An intensive analysis of the role of time in the development of science. An interdisciplinary study assuming several distinct temporalities that form a nested hierarchy proceeding from the level of electromagnetic radiation to the mind of man. Investigates each temporality and its contribution to our overall understanding of the physical world. A science core course in the MALS program. Cross listed as LBST 605.

Industrial Management

531 Industrial Safety (3) 3 hours lecture. A study of Occupational Safety and Health Regulations, and their effect on industrial management and engineering. Accident investigation, liability, workers' com-

pensation and hazard control will be studied with emphasis on safety management techniques and planning. Prereq: graduate standing or consent of instructor.

601 Special Studies in Industrial Management (1-3) Directed study of topics in industrial management conducted in a seminar setting. Reading and writing assignments are based on current technical and professional literature in the field of industrial management. Guest lecturers and invited experts from government and industry complement the assigned readings and seminar discussions. Semester credit hours awarded for each offering of this course will be determined in advance based on the course requirements established by the instructor. Prereq: graduate standing or consent of instructor.

602 Operations Systems Analysis And Modeling (3) 3 hours lecture. Application of linear programming and optimization algorithms in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at linear programming, queuing theory, waiting line models, systems analysis, and computer simulation applications for enhancing the productivity and efficiency of modern technological enterprises. Prereq: MATH 215 Survey of Calculus or equivalent, IM 603 Survey of Statistics or equivalent, or approval of graduate advisor.

603 Survey of Statistics (3) 3 hours lecture. An introduction to basic principles and steps involved in planning and conducting statistical studies. Surveys statistical concepts to assist in the decision making process. Topics include probability, probability distributions, hypothesis testing, regression analysis, analysis of variance, reliability, life testing, and control charts. Prereq: graduate standing or consent of instructor.

604 Manufacturing Systems Analysis (3) 3 hours lecture. This course examines concepts and techniques in manufacturing and operations management. Primary emphasis of the course is development of a system of manufacturing "laws" that relate various measures of plant performance, such as throughput, cycle time, work-in-process, variability, and quality into a consistent framework for evaluating classical operations management techniques as well as evolving new strategies. Analytical tools used include probability and statistics, queuing models, and simulation. Exercises and case studies examine both concepts and methods. Prereq: MATH 215 Survey of Calculus or equivalent, IM 603 Survey of Statistics or equivalent, or approval of graduate advisor.

611 Principles and Practices of Project Management (3) 3 hours lecture. An examination of the fundamental principles of management with emphasis on project management in technical enterprises. Lectures, case studies, and role-playing exercises are used to enable students to develop an understanding of key management concepts and provide opportunities to employ and evaluate a variety of project management techniques in typical industrial settings. Time management strategies, problem-solving techniques, and decision-making tools are emphasized. Prereq: graduate standing or consent of instructor.

614 Interpersonal Communications within Organization (3) 3 hours lecture. This course provides a review of the research and applied approaches to organizational communication. The course includes an examination of the process of selecting appropriate communication channels, a consideration of the ways in which meaning, both verbal and nonverbal, is conveyed, and an exploration of ways in which communication can help alleviate typical interpersonal problems within organizations. Prereq: graduate standing or consent of instructor.

621 Human Factors in Design (3) 3 hours lecture. Study of the methods for designing the interface between humans and machines. Emphasizes the use of anthropometrical data and consideration of environmental factors for designing improvements of industrial and office workspace. Prereq: graduate standing or consent of instructor.

625 Principles of Computer-Aided Design and Manufacturing (3) 3 hours lecture. Theory and practice in the operation of several micro and mini computer-based CAD systems for the generation of engineering documentation. Generation of symbols and shape descriptions using geometric primitives in both two- and three-dimensional systems. Discusses the application of CAD to manufacturing and the management problems associated with CAD technology. Prereq: TECH 121 - Engineering Modeling and Documentation or equivalent experience.

635 Computer-Aided Design and Manufacturing Applications (3) 3 hours lecture. A project-oriented course in computer-aided design and manufacturing. Emphasizes developing a working knowledge of how CAD/CAM processes can be applied to various engineering disciplines and how CAD/CAM changes the nature of the management function in engineering. Uses two- and three- dimensional software. Orientation to the software is a continuation of IM 625. Prereq: IM 625 - Principles of Computer-Aided Design and Manufacturing.

641 Principles and Practices of Quality Management (3) 3 hours lecture. Application of fundamental principles of quality management in analyzing and solving operations and manufacturing decisions in modern technological enterprises. Emphasis is directed at the management and control of quality to provide an environment for continuous improvement. Topics to be examined are quality philosophies, Total Quality Management, continuous improvement, Baldrige Award and criteria, ISO Standards, quality control, quality improvement, reliability management, six sigma, design of experiments, quality measurement tools, and quality function deployment. Prereq: graduate standing and IM 603 Survey of Statistics or equivalent or approval of graduate advisor.

651 Economic Evaluation of Industrial Projects (3) 3 hours lecture. An intensive examination of the principles and applications of analytical techniques for evaluating capital investments, equipment replacements, production costs, and alternative investment and expenditure proposals in which the time value of money is a primary consideration. Includes study of present worth and rate of return analyses, depreciation and depletion, replacement analysis, benefit-cost analysis and methods for incorporating tax considerations in economic evaluation decisions. Prereq: graduate standing or consent of instructor.

652 Industrial Management (3) 3 hours lecture. An examination of the fundamental concepts of management in industrial settings with emphasis on the relationships among types of industrial work, types of organizational structure, and managerial responsibilities. Includes study of organizational alternatives, time management, budgeting, cost accounting and financial management, negotiation and conflict resolution, quality control and resource allocation. Prereq: graduate standing or consent of instructor.

671 Graduate Project (3) An industrial management project relevant to the student's area of specialization selected by the student, subject to approval by the student's advisor. The project must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. Prereq: consent of advisor.

691 Leadership Project (3) A leadership project or series of case studies relevant to the student's area of specialization and drawn from industry. Selection by the student subject to approval by the student's advisor. The project or case study must be completed, a report written, and oral presentations prepared and delivered in order to complete the course requirements. All other coursework must be completed before this course is started. Prereq: consent of advisor.

698 Individual Study in Industrial Management (1-3) Supervised study or research in a specific area of industrial management. Subjects for investigation are selected to meet the needs and interests of the student, subject to the availability of graduate faculty to supervise the work. Not repeatable for graduate credit. Credit hours to be awarded for successful completion of the required investigations will be determined in advance by the graduate faculty member supervising the student's work. Prereq: graduate standing or consent of instructor.

Mathematics

601 Using the Graphing Calculator in the School Curriculum (1) In this 24-hour workshop participants will develop a better understanding of graphing technology while considering the following topics: domain, range, linear and quadratic functions, common solutions, inequalities, extreme values, slope, translations, rational and trigonometric functions, asymptotes, statistical menus and data, exponential and logarithmic functions. Problem solving and programming will be included throughout.

602 Concepts and Practices in General Mathematics (3) A practical approach to the development of programs, methods of motivation, and mathematical concepts for the teacher of general mathematics. Prereq: 15 hours of math, including calculus.

603 Fundamental Concepts of Algebra (3) The conceptual framework of algebra, recent developments in algebraic theory, and advanced topics in algebra for teachers and curriculum supervisors. Prereq: 24 hours of math, including calculus.

604 Fundamental Concepts of Geometry (3) The conceptual framework of many different geometries, recent developments in geometric theory, and advanced topics in geometry for teachers and curriculum supervisors. Prereq: 24 hours of math, including calculus.

605 Problem Solving in Mathematics (3) Theory and practice in mathematical problem-solving; exploration of a variety of techniques; and finding solutions to problems in arithmetic, algebra, geometry, and other mathematics for teachers of mathematics and curriculum supervisors. Prereq: 24 hours of math, including calculus.

611 Introduction to Analysis for Secondary Teachers (3) A study of continuity, differentiability and integrability of a function of a real variable particularly as these properties appear in the secondary school mathematics curriculum. Prereq: at least an undergraduate minor in mathematics.

614 Basic Topics in Mathematics for the Elementary Teacher (3) For the elementary teacher who needs to have a better understanding of mathematical content. Sets, numeration systems and algorithms for computation are studied in conjunction with a logical but non-rigorous development of the real numbers.

624 Intermediate Topics in Mathematics for the Elementary Teacher (3) Topics included are an intuitive study of geometric figures, measurement, basic algebra and functions, and the rudiments of statistics and probability. Designed for the elementary teacher who needs a better understanding of mathematical content.

638 Fundamental Models in Statistical Inference (3) This class emphasizes the study of probability models that form the basis of standard statistical techniques. Statistical techniques considered include inferences involving measures of central tendency and measures of variability, linear regression model estimation and goodness of fit hypothesis testing. Prereq: at least an undergraduate minor in mathematics.

OTHER UNIVERSITY OFFICES AND SERVICES

Office of Alumni and Volunteer Services

In cooperation with the Alumni Association, this office coordinates a variety of programs and services to benefit alumni and students. Anyone who has completed one semester's work on the campus is entitled to membership in the USI Alumni Association. Active Alumni Association members play a leading role in the success of USI through career networking, mentoring, recruiting, and volunteering.

This office is the liaison with the Student Alumni Association (SAA), which provides a link for students to work with the Alumni Association. SAA is a student-run organization committed to promoting and supporting the establishment of traditions at USI. Members have an opportunity to network with alumni and gain valuable leadership skills while working on SAA programs and activities.

Volunteering at USI has something for everyone—it is a rewarding way to share your talents and abilities or develop new skills. Volunteers could be students, faculty, staff, student organizations, or members of the community. Many volunteer opportunities are available within the University as well as in the Evansville community. Volunteers could assist with one-time events, short-term assignments, ongoing commitments, or on call as needed.

The newest volunteer opportunity is the One-on-One tutoring program. This program pairs adult tutors with children in the Evansville-Vanderburgh School Corporation and the Metropolitan School District of Mt. Vernon. Any adult working or living in the Evansville area is welcome to participate. Call 812/465-1215 to discuss volunteer placement at USI.

Career Counseling Center

Students who have not yet defined a career goal or who are having doubts about their originally declared academic major can benefit from the services of the Career Counseling Center.

Designed to assist the more than 40 percent of new freshmen who enter the University each fall without a declared major, the Career Counseling Center also assists upperclass students who are researching or reassessing their career objectives.

Services provided include personal career counseling, assessment of career-related interests, computerized career testing and information, job shadowing with alumni, and a variety of other individualized services specially designed to provide career search assistance to each student who visits the center.

Students who have a clearly defined career goal have been found to be more successful in the classroom than their peers who are uncertain about their goals. The mission of the Career Counseling Center is to support student success by providing help in selecting a major and a career that best fit the personality, values, and interests of each individual student.

The Career Counseling Center also recommends beginning freshmen enroll in a credit class (GENS111 - Career and Life Planning) designed to provide career guidance in a group setting.

The Career Counseling Center is located adjacent to the lobby of the Robert D. Orr Center, room OC 1005. Students can schedule appointments by calling 812/465-1136.

Career Services and Placement

An integral part of the University, the Career Services and Placement Office complements and supplements curricular programs by offering employment assistance to students and active alumni from all academic disciplines.

Upon admittance to the University, undergraduates may receive job referrals to both on- and off-campus positions through the Job Locator Service. Part-time jobs and summer employment opportunities listed with this office allow all students, regardless of financial need, to earn money to support their education.

Professional Practice Programs offer a unique opportunity for students to integrate classroom learning with career-related work experience in both the public and private sector. Although most are paid positions, the primary value of a cooperative (co-op) education or internship experience is the opportunity to clarify career goals, gain practical experience, and establish contacts with professional colleagues.

The co-op program offers two distinctly different patterns of study and work: alternate and parallel. The alternate pattern requires students to alternate semesters of full-time work with semesters of full-time study. The parallel pattern offers part-time work experience over an extended period of time while the student maintains a minimum academic load. Internships are of shorter duration than a co-op assignment and normally are completed near the end of a student's college tenure. Since each program option has benefits to different students, programs are individually tailored to meet student and employer needs.

To be eligible for participation in most co-op or internship opportunities, a student must have a grade point average (GPA) of at least 2.0 and must have completed at least 32 credit hours. Transfer students must have attended the University for one full semester. Requirements for students from certain academic disciplines are more stringent, requiring that particular classes be completed before eligibility can be met.

Students who have completed, or who will be completing, a degree program within the next calendar year may receive instruction in professional job search strategies. Workshops emphasize the identification of individual marketable skills and assist with resume preparation and interviewing techniques. For students who are interested in a more extensive study of goal setting, professional development and the mechanics of the employment search, a one-credit-hour course (ASBE 401) is also available. Although offered through the School of Business, this course is open to seniors from any academic discipline.

Those who anticipate utilizing the programs offered by the Career Services and Placement Office in conducting their professional job search should register with the office within two semesters prior to graduation. Once registered, graduates are referred to vacancies relevant to their areas of interest, in addition to having the opportunity to meet employer representatives during recruiting events on campus, and having access to the Internet and notices listed on the USI Career Services Job Hotline and Web page.

During the Supervised Teaching experience, teaching majors will receive information on registering with the Career Services Office. Students who earn a degree or complete a teacher certification program from the

University of Southern Indiana are eligible to establish a placement file with the office.

The Career Resource Center contains printed materials covering such diverse topics as career and occupational information, job search techniques, company literature, and recruiting events. Computers are also available in the Career Resource Center to be utilized for resume writing and job research activities.

Information regarding the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), both which are frequently required for admission to graduate programs, may be obtained by contacting Career Services and Placement or the Graduate Studies Office.

Center for Communal Studies

The Center for Communal Studies in the School of Liberal Arts is a research facility and international clearinghouse that assists classes, students, faculty and visiting scholars with the subject of communal utopias. The Center facilitates meetings, seminars, publications, and networking among scholars and communities. The Center coordinates its work with the extensive Communal Studies Collection in the Special Collections Department of Rice Library, which provides a rich base for undergraduate and graduate research.

The Center for Communal Studies Lecture Series brings noted communal scholars and communitarians to share their knowledge and experience on campus each semester. The Center Prize is awarded annually to an undergraduate or graduate student who submits the best scholarly paper or project on a communal theme by the previous December 15.

Office of Development

The Office of Development is responsible for developing, coordinating, and implementing a comprehensive fundraising program for the University of Southern Indiana. One of its primary responsibilities is to provide staff assistance and guidance for the USI Foundation, founded in 1968 as the official gift-receiving agency of the University. As an Indiana not-for-profit (501)(C)(3) corporation, the USI Foundation promotes, receives, invests, and disburses gifts for the benefit of the University.

Evansville Center for Medical Education

The Evansville Center for Medical Education of the Indiana University School of Medicine is a part of the Indiana Statewide Medical Education System, in which the regular medical curriculum of the first two years is offered. Each student admitted to the Indiana University School of Medicine is assigned to one of nine campuses. Campus preference is honored as closely as possible.

Facilities for teaching and research include classrooms and teaching laboratories and faculty offices and research laboratories. The facilities are located on the third floor of the Health Professions Center. The curriculum consists of courses in Gross and Microscopic Anatomy, Biochemistry, Physiology, Microbiology, The Patient-Doctor Relationship, and Neurobiology in the first year and Pharmacology, Medical Genetics, Biostatistics, Introduction to Medicine, and General and Systemic Pathology in the second year.

The opportunity is available in the third year to spend the required one-month Family Medicine Clerkship in Evansville.

Likewise, fourth-year students in the School of Medicine also may spend a portion of the senior year in electives based in hospitals and clinical facilities in Evansville.

Specific inquiries about the center programs may be addressed to the Office of the Dean, Indiana University School of Medicine, Indianapolis, Indiana 46223, or may also be made to the assistant dean and director, Evansville Center, on this campus.

Extended Services www.usi.edu/extserv

Extended Services coordinates academic outreach activities of the University. Its mission is to extend the resources of the University through education and training programs, assessment activities, consulting, and related services that assist in the educational, human resource, and economic development of southern Indiana. Components of Extended Services are:

Academic and Community Outreach Services

Bachelor of General Studies Program - The Bachelor of General Studies (BGS) program is designed for working adults who want to complete a baccalaureate degree that builds on their previous education, training, and work experience. It requires completion of the standard 124 credit hours, including the Core Curriculum, but allows

flexibility in program design. Call 812/464-1863 for additional information or visit the Web site at www.usi.edu/extserv/bgs/index.asp.

The College Achievement Program (CAP) is a cooperative program between the University of Southern Indiana and participating high schools which allows highly motivated high school junior and senior students to take regular college courses in their own high schools at a reduced rate of tuition. Courses are taught by carefully selected high school faculty who are trained in special workshops by USI faculty members. Available courses include freshman-level English, History, Computer Information Systems, Economics, and Health Professions survey courses.

Off-Campus Credit Courses are offered each fall and spring at Castle High School, the Eastside Center (on Evansville's southeast side), and the Signature Learning Center downtown. Several other sites are utilized on a periodic basis, with most off-campus courses being applicable to the Core Curriculum or to the special needs of the nearby population.

Continuing Education manages off-campus credit courses at seven sites in southwestern Indiana and a wide variety of noncredit programs and services. There are more than 9,000 noncredit registrations annually. Selected courses and seminars carry Continuing Education Units (CEUs) or other measures of continuing education achievement for various professionals including accountants and social workers. The University maintains a permanent file of all continuing education hours granted.

Continuing Education for *Nursing and Health Professions* includes a variety of programs offered in diverse formats including via the Internet and videotape as well as face-to-face on campus. USI is an approved provider of continuing education for nurses and nursing home administrators; continuing education offerings for other health professionals are submitted for approval on a program-by-program basis.

The Reserve Officers Training Corps (ROTC) program builds students' leadership expertise, communication and decision-making skills, as well as self-confidence, all of which can be applied immediately while still in college or upon graduation from college. The leadership and management skills taught in ROTC are in high demand in the civilian market as well as in the military.

Instruction and training given both in the classroom and at Army installations range from strategic studies to tactical exercises and include subjects from air-land battle doctrine to rappelling, marksmanship, military history, and operational considerations. New lieutenants have options for the job (branch) in which they will work. Educational delays may be requested for graduate school in medical fields and in law. All grades received for Military Science courses are included in cumulative grade point ratios.

For more information call 812/461-5304 or 812/461-5302.

School, Family and Children's Programs include week-long summer courses for school-age children, study skills and test preparation for middle and high school students, parenting skills development courses, and skill-building courses for teachers. Staff is available to consult with businesses and organizations on development of child care systems and work/life policies.

Noncredit Programs and Conferences are continuing education programs for people of all ages, educational backgrounds, and areas of interest. Programming includes swimming lessons for children, arts and leisure activities for adults, and many diverse personal development opportunities. Schedules are released each year in early January, early May, and late August. Conference planning and management services for on-campus departments and community organizations are available throughout the year.

English as a Second Language (ESL) programs are designed to assist those whose native language is not English to acquire the vocabulary and skills necessary for success in educational or business settings. ESL credit classes are offered on campus each fall and spring. Customized programs can be created for businesses and organizations. Call 812/464-1989 for information.

The University has partnered with English as a Second Language International (ESLI) to provide Intensive English Programs for international students who wish to remove English deficiencies before enrolling in university degree programs. For additional information call 812/464-1989.

The mission of the **Southern Indiana Japanese School** is to provide academic programs, especially in Japanese language and culture, mathematics, and the sciences, for Japanese children in the region. These programs are

designed to keep Japanese children current with their peers in Japan. Located at USI's Eastside Center, SIJS operates primarily on Saturdays with occasional special after-school activities. SIJS is operated by USI Extended Services in cooperation with a Board of Directors made up of executives from Japanese companies doing business in the Tri-State.

Children's Center/Summer Enrichment Camp. The Children's Center is a state-licensed and NAEYC-accredited facility open all year to the preschool children (ages two - six years) of USI students and employees. The goal of the Children's Center program is to provide a happy, healthy environment where each child can grow emotionally, socially, and intellectually. Individual expression, small- and large-group interaction, creative play, music, art, drama, and physical activities are encouraged. Both full-time and part-time enrollments are available. Call 812/464-1869 or visit the Web site at www.usi.edu/childcenter for further information. Summer and spring break school-age child care is available for ages seven through 11. Call 812/465-1274 for school-age care information.

Professional Development and Business Services

The Organizational and Professional Development Group (OPD) provides the region's manufacturing, service, and health care organizations with performance improvement services including organizational assessment, on-site customized training, and business consulting. Utilizing the resources of the University, the OPD group can develop state-of-the-art computer-based or multi-media training, as well as more traditional formats. The OPD group provides the link between USI's academic resources and the needs of the business community. OPD also offers noncredit public training, including certificate programs, leadership conferences, ISO and QS implementation programs, and other business and professional development workshops. To meet job-specific needs, OPD offers certificate programs for human resource professionals, quality personnel, safety personnel, supply-chain managers, office professionals, and those in supervision. The Management program co-sponsored with the American Management Association, the Certificate in Quality Management, the Management Diagnostic Center (MDC) offers individualized assessment and recommendations for those advancing in supervision. On-site and customized programs for employers are available in most business, professional, and technical areas, as is preparation for ISO/QS-9000 certification.

Computer training in popular applications is available and can lead to the Certificate in Computer Proficiency. USI also partners with Automated Office Solutions, Inc., to offer the popular Microsoft® Certified Systems Engineer credential. Customized computer application training is available at USI or on site for organizations with suitable facilities.

Management and program coordination services are available to professional groups. Current partners include the **National Association of Purchasing Management (NAPM)** and **The Tri-State World Trade Council (TSWTC)**. **NAPM** is a progressive association with a mission to provide national and international leadership in purchasing and materials management, particularly in the area of education, research and standards of excellence. **TSWTC** is a nonprofit organization promoting a shared interest in the development of international trade in the Tri-State area. The council informs, advises, assists, and represents its members with the purpose of furthering international trade. Many council programs are open to USI students, often at no charge.

Regional Heritage Development

Historic New Harmony (HNNH) preserves and interprets the rich and diverse heritage of New Harmony, Indiana, the home to two historic communal societies of the early 19th century. An outreach program of the University, HNNH offers award-winning interpretive tours, education programs, exhibits, and special events. Faculty have the opportunity for research in a number of disciplines. Students gain experience through internships in areas such as arts management, marketing, history, education, geography, and historic preservation. Historic New Harmony is a unified program of the University of Southern Indiana and the Indiana State Museum. Call 812/682-4488 or visit www.newharmony.org for more information.

Historic Southern Indiana (HSI) is a historically distinctive region, the twenty-six counties between US Highway 50 and the Ohio River. HSI is also a heritage-based outreach program of USI that coordinates and facilitates the efforts of an alliance of people committed to identifying, protecting, enhancing, and promoting the cultural, historical, natural, and recreational resources of southern Indiana. Major initiatives include collaborative promotion, scenic byways, hospitality training, interpretation development, and school enrichment programs. Call 812/465-7014 or visit www.usi.edu/hsi for more information.

Food Service

The University food service, managed by Sodexo Services, operates four retail outlets in the University Center including the Eagles Nest snack bar, seating 200 on the first floor of the University Center. The Eagles Nest is home to the Sub Connection, and two other venues, Burger King and Pete's Arena (featuring pizza, calzones, strombolis, salads, and breadsticks). The Loft, located on the second floor of the University Center, offers banquet seating for 450 people. It serves a wide variety of home-style lunch and dinner items seven days a week.

Catering services for University-sponsored events on or off campus are available through Sodexo Services. For more information call the Catering Services manager at 812/465-1692.

A full-service convenience store, Eagle Xpress C-Store, is open at the O'Daniel Apartments Student Service Center, offering standard convenience store services, as well as made-to-order pizzas and sub sandwiches. For additional information, visit the Web site located at www.usi.edu/food/INDEX.asp The Web site includes a complete description of services, monthly menus for The Loft, ongoing promotions or specials, and employment opportunities.

Instructional Technology Services

For information or to schedule any of the services provided, contact ITS by phone at 812/464-1888 or 800/813-4238 (outside Evansville); e-mail instrtech@usi.edu; or visit ITS on the Web, instructech.usi.edu/. Visit the USI Learning Network at www.usi.edu/distance.

Audio-Visual Equipment – Instructional Technology Services provides audio-visual equipment to faculty and staff for classroom or other academic use. To avoid scheduling conflicts, 48-hour notice is strongly recommended for video and computer projection equipment and 24-hour notice for all other equipment. Some equipment items may be requested on a semester-loan basis.

Faculty/Staff Training Lab and Testing Support – Instructional Technology Services provides eight multimedia computer workstations with a presentation screen for faculty/staff training purposes. These workstations allow users to copy or make their own CD-ROMS to meet instructional or training needs. Workstation software includes Microsoft Outlook, Excel, Word,

PowerPoint™, Front Page for Web design, Paint Shop Pro for photograph and electronic graphic editing, Respondus for test creation, SPSS, and Easy CD Creator. Any department academic unit, or individual faculty or USI staff member may schedule the use of the lab and/or make arrangements for an ITS training facilitator. For groups larger than eight persons, training may be scheduled in the 14 workstation Extended Services Training Lab housed within the ITS complex. ITS also provides the Scantron automated test-scoring machine (assistance is available) and Scantron forms.

Instructional Design and Online Course

Development – Instructional Technology Services provides instructional design assistance for faculty to incorporate technology into their courses and departmental curricula. Faculty members are invited to make appointments with ITS instructional design staff to discuss individual course needs. ITS partners with the USI Center for Teaching and Learning Excellence to host presentations, symposia, and workshops as well as the Institute for Online Teaching and Learning, an intensive training program for faculty developing online courses.

Blackboard Course Management Software –

Instructional Technology Services operates and supports the Blackboard course management software that allows course materials and information to be shared on the Internet in a virtual classroom setting. Blackboard is an easy-to-use program for instructors to conduct course activities online such as post syllabi, course handouts, video clips of lectures, guest speakers or demonstrations, PowerPoint presentations, send and receive student papers, post grades, generate class announcements or e-mail messages, maintain a class calendar and tasks, generate online quizzes, and manage their own course discussion board. Students also can collaborate in online group workspace, create their own Web pages, and meet classmates in their course chat rooms. Visitors may preview the software at blackboard.usi.edu.

Distance Learning, Teleconferencing, and Related

Services – Instructional Technology Services coordinates and monitors classes and videoconferences broadcast through IHETS (Indiana Higher Education Telecommunications System). Designated areas are specially equipped for this purpose, complete with telereponse (talk-back) capability. A satellite television receive system allows the University to participate in selected teleconferences. Full-motion and ISDN two-way, interactive videoconferencing is also available

through Instructional Technology Services including full technical support for conference connections worldwide. This videoconferencing technology offers a unique collaborative tool for faculty and students by connecting the University to a variety of experts and peers in cities across the globe. Videoconferencing and satellite teleconferencing provided through Instructional Technology Services also allows USI faculty an opportunity for community outreach through the offering of distance learning programs and courses.

Computer and Multimedia Presentation – Instructional Technology Services deploys computer data projection equipment for faculty to support their classroom and professional activities. The department also can assist with scanning pictures, photos, and slides. A digital camera is available for checkout to faculty and staff for multimedia projects. CDROM authoring through Instructional Technology Services allows faculty an opportunity to store a wealth of notes, data, and images in a readily accessible and compact format for ready retrieval both in and out of the classroom.

Production Services – Instructional Technology Services provides a variety of media production capabilities for academic and University-related activities. Assistance is available in the development and design of instructional media including audio and video production, multimedia presentations including posters, transparencies, slides, and MS PowerPoint™, CDROM creation, Web design, and videoconferencing. Photographic copywork, image and slide scanning, and film-processing services also are available.

Videoconferencing Services – The University uses videoconferencing technology to deliver courses and programs and to facilitate meetings where participants are in two or more locations. Videoconferencing services are available to faculty and staff as well as external groups and individuals. The technology offers faculty and students a cost-effective way to meet with a variety of experts and peers in cities across the globe. In most instances, participants see and hear each other on television monitors. ITS staff can connect meeting participants by satellite television, ATM, ISDN and IP video. The department equips and maintains distance learning classrooms and other multi-purpose videoconferencing rooms and coordinates programs broadcast through IHETS (Indiana Higher Education Telecommunications System).

Video Rentals – Instructional Technology Services maintains a videotape catalog collection to assist faculty in locating instructional materials. Due to increased videotape use and equipment availability, many titles formerly available only on film now are offered in videotape formats. Videotape rentals are provided at no charge to the user for all scheduled classes. Rental requests should be received by Instructional Technology Services at least six weeks prior to presentation date to assure availability.

Distance Education – The USI Learning Network offers courses and programs via technology such as CD-ROM, electronic mail, Internet, videoconferencing, videotape, or other digital media. These technologies allow students to enroll in courses that better fit their time or travel needs. Some courses are broadcast live via satellite to IHETS (Indiana Higher Education Telecommunications System) receive sites throughout Indiana. Other courses reach students via multi-point videoconferencing systems that connect two or more sites. The USI Learning Network operates a Learning Center to serve both faculty and students on-and off-campus. The Learning Network consults with public groups, other schools, business and industry to develop a wide range of adult programs in continuing education, noncredit courses, certificate programs, and special programs for K-12 teachers and students including dual-credit college and high school courses.

USI coordinates its distance learning course offerings with other Indiana colleges and universities through the Indiana Partnership for Statewide Education and the Indiana College Network. The Indiana College Network provides general information, placement testing, advising, and course information to students wishing to take distance education courses offered by USI and other institutions. Information about distance learning is available on the Internet at www.usi.edu/distance or by contacting Instructional Technology Services at 800/813-4238.

Technology Training and Testing Services – This office arranges in-service programs on media-related topics through Instructional Technology Services for faculty and student groups. On request, faculty can be introduced, instructed, and updated on the use of instructional media and equipment including the design and operation of Web sites to supplement traditional courses and to develop distance learning courses and programs. The department houses the Scantron automated test-scoring machine (assistance is available). Forms for use with the Scantron are available through Instructional Technology Services.

Library Services

The David L. Rice Library supports and extends the academic programs of the University by providing research and instructional materials as well as recreational and general interest materials. Study facilities for the University community include seating for approximately 450. During regular sessions the library is open over 90 hours a week, including evening and weekend hours. The library's Web site, www.usi.edu/library/library.htm, is available even when the library building is closed. It allows access to the online catalog, electronic databases, and hundreds of Internet links selected and organized to assist in finding information on a variety of topics from many sources. The Web site is also the most current source for library hours, services and contact numbers for staff.

The library's collection of over 300,000 volumes is available in open stacks, so that users have easy access to most resources. Approximately 4,000 books are added each year along with electronic resources, videos, and other formats; thus, the library's collections include books, journals, microforms, compact discs, videocassettes, CD-ROMs, online databases, and full-text articles on many subjects. Assistance in identifying, locating, and using resources is available at the Reference Desk during most open hours.

The library receives about 1,000 periodicals and newspapers in print but has access to over 6,000 full-text journals via the Internet (see the library's Web site). One of several print formats is microform; coverage ranges from the latest government reports to 1850s newspapers; digital microform reader/printers are located on the main level, as are several photocopiers for other print materials. Also located on the main level are the print periodicals and newspapers, and there is a casual reading area near the front of the building. Adjacent to this reading area is a collection of browsing books for recreational reading. Electronic resources are accessible within the library, from other computers on campus, and in some instances remote access is available.

The library's integrated online system is Endeavor's Voyager, the same system used by Purdue University, Indiana State University, Vincennes University, and Ivy Tech State College as well as hundreds of other libraries. This system is used for ordering, receiving, cataloging, and checking out materials as well as for identifying the library's holdings. By using this system to connect to other systems, the library is able to use shared cataloging

records from OCLC, a national bibliographic utility with over 40 million records. OCLC also enables the library to borrow items from many participating libraries, and the library uses Ariel and other various means of enhancing and expediting the interlibrary loan service. Eligible USI students and faculty may arrange for interlibrary loan service at the circulation counter on the main level.

Other aspects of the library's integrated online system include a checkout system that allows students and staff with a library-barcoded University Eagle Access Card to check out materials easily. The library user may search the online catalog by author, title, keyword, or subject, and identify the item's location and availability. If an item is already checked out by someone else, in most cases a request may be made to secure that item and hold it for a specified time. If an item is not overdue or on hold for another library user, students may renew books for themselves ("self-renewal") on the Voyager system.

As the variety and complexity of sources in many formats increases, formal library class instruction has become even more essential. Instructors may schedule sessions tailored to individual course needs for their classes with a library assignment by contacting the instructional services librarian. This instruction is usually provided in a small lab on the main level, so that some hands-on learning is possible. The lab is reserved for such classes during most daytime hours. On evenings, weekends, and during periods when frequent classes are not scheduled, this lab is open for general student use. Lab users are expected to be self-sufficient in using this software, since this lab is usually without staff support when open for general purposes. These are the only computers in the library that may be used for word processing, spreadsheets, and other such programs.

The University Archives and Special Collections collect, preserves, and services materials related to the University's history as well as some distinctive areas of collection. Two of its major collections are the Mead Johnson & Company Archives and the Blair collection of photographs documenting the Southern Indiana region from the late 1800s. Also included is a collection on communal societies, information on historic and contemporary intentional communities. Another specialized collection is the Government Publications Depository of over 60,000 hardcopy and 270,000 microform federal documents. The documents cover a variety of subjects including career information, the environment, and consumer guidance.

Another unit, located on the library's lower level, is the Learning Resources Center (LRC). The LRC serves students in several ways. For any student doing general research, the LRC provides non-print material in audio and visual formats to accompany oral presentations in many disciplines. Another collection is teaching materials and textbooks, used by education majors but equally useful to anyone needing basic information on many subjects. There is also a collection of music CDs, which may be checked out by USI students and staff.

A separate cluster of e-mail terminals at the front of the main level is available for student use. In order to insure that library computers are available for the online catalog and research databases that may not be available elsewhere, only these computers should be used for personal e-mail. On the upper level, in addition to the book collection and open study space, is an enclosed section equipped with vending machines; this is the only area of the library where food or drinks are permitted. This area includes small rooms for group study.

Office of News and Information Services

The News and Information Services Office prepares and distributes official news releases pertaining to the University and works with news media representatives to generate news coverage for USI, its faculty and students, and higher education in general. This office provides editorial and creative development assistance to offices and offers project guidance and coordination to ensure publications are completed according to grammar and composition rules and the University's style and standards. The office publishes *University Notes*, *USI Magazine*, Speakers Bureau directory, and maintains a media experts listing of faculty and administrative staff. A photojournalist in the office takes photographs and keeps photo records of campus events and personalities for campus publications, the USI Web site, and promotion efforts.

Office of Printing Services

Printing Services houses a full-service shop coordinating the production of publications from initial idea to the last staple. Booklets, stationery, brochures, business cards, and invitations are examples of items produced by Printing Services for the University community. All publications, whether prepared in-house or outsourced, must be reviewed by the director for quality, content, logo/word-mark usage, copyright compliance, and postal regulations. Any off-campus printing must have prior authorization from the director. For assistance with design and printing,

contact the Printing Services office at 812/464-1954 or e-mail leparker@usi.edu. Located in the Publishing Services Center on Clarke Lane near Reflection Lake, office hours are from 8:00 a.m. to 4:30 p.m.

Graphic Design – Publications are designed by an in-house staff using current technology and software. Pieces are produced with purpose and economy in mind. Adherence to strict postal requirements is designed into mailing pieces.

Printing and Bindery – Printing Services is USI's in-plant reprographic facility offering a full range of services. State-of-the-art digital equipment is used for the prepress work. Printing Services has one-color and multi-color offset printing capabilities. A variety of bindery equipment, such as a guillotine-style cutter, folder, stitcher, drill, and more, complete the process. Paper and ink, publication size, and configuration are established by the director and customer.

Turnaround Time – Turnaround time for a printing project should be discussed with the director in the earliest part of the planning stage. Allowing realistic production time early prevents delays in final product delivery. However, each project is unique and schedules will vary based on its specific requirements.

Copy Center – Large volume (more than 10 copies of each original), specialty photocopying, and color copying are handled through the USI Copy Center in the Publishing Services Center. Hours are 8 a.m. to 5 p.m. Monday through Thursday and 8 a.m. to 4:30 p.m. on Friday during spring and fall semesters. In summer sessions and during breaks, the hours are 8 a.m. to 4:30 p.m. and from 8 a.m. to 5:30 p.m. the week before and the week of the first week and last week of each semester. Walk-up copiers are conveniently located throughout campus for faculty and staff. Walk-up copiers are activated by faculty and staff using confidential assigned codes. Student copiers are activated by coin or Eagle Access cards. All photocopier purchase and installation is coordinated by Printing Services. Questions about photocopying should be directed to the Copy Center supervisor at 812/464-1889.

Safety and Security

The Safety and Security Department maintains 24-hour, seven-day-a-week coverage of the campus. Security duties include traffic control, security of physical assets, and safety of all employees, students, and guests of the campus. In addition, all security staff are trained as First

Responders, and in other emergency procedures. Emergency telephones, which ring directly to Security, are located throughout the campus. Security officers operate a free escort service to O'Daniel and McDonald Apartments and to the parking lots 24 hours a day. The campus number to call in case of any type of emergency is 7777.

The University of Southern Indiana strives to create and maintain a safe and secure environment on all properties it owns and sites it leases or manages for official activities. The University believes that members of the University community can assist in keeping themselves from harm by using safety precautions and by knowing as much as possible about the frequency and type of security breaches which occur on University property. To that end, the University Safety and Security Department records and annually publishes statistics on crime and security matters, and the University provides timely warnings of crimes or incidents which may be considered a threat to the University community.

A copy of the annual statistical report can be requested from the Safety and Security Office at 812/464-1845.

Office of Special Events and Scheduling Services

Special Events and Scheduling Services assist University or community groups in both planning their events and scheduling the necessary facilities.

Special Events Office – This office coordinates University-wide events such as Founders Day, Honors Week, and Commencement, as well as lends assistance to event sponsors in planning invitations, promotion, menus, and decorations. This office also works on off-campus events: USI's float in community parades, University-sponsored trips, and the University's exhibit at the Indiana State Fair. For assistance, call the Office of Special Events at 812/464-1930.

Conference and Meeting Planning – The manager of conference and meeting planning works with on- and off-campus groups to plan their meeting, event, or conference. This office is responsible for executing all details of the event and coordinating the necessary University services (for audio/visual, food service, room set up, etc). This office also provides oversight and support to the management of the University Center and its operations. The manager of Conference and Meeting Planning can be reached at 812/465-1257.

University Center – The University Center supervisor is responsible for the day-to-day operations of the University Center, serves as a liaison to the offices and retail centers in the building, and provides on-site event support for events in the University Center. The UC student managers are a part of this team as well. The University Center supervisor can be reached at 812/461-5276.

Scheduling Services – This office works with all on-campus faculty and staff as well as off-campus groups who need to schedule an event or activity on campus. This office handles all reservations for University facilities: academic space, conference rooms, food service facilities, recreation areas, playing fields, and outdoor areas. (Student organizations schedule meeting and event space through the Student Reservations Office 812/465-7037.) The Scheduling Services supervisor will resolve competing requests for the same facility. In addition, this office works to promote the campus and its facilities to off-campus groups looking for summer conference space. To reserve space, call Scheduling Services at 812/465-7080 or visit the Web site at www.usi.edu/schedule/form.asp.

Student Reservations Office – Similar in scope to the Scheduling Services Office, but dedicated to student groups, this office schedules all the event and meeting needs for USI clubs and organizations. The student scheduler assists student groups in developing the details of their event and coordinates the necessary support services (audio/visual, food service, room set up, etc.). A strong link with the Student Development Office, the Student Reservations Office scheduler seeks to help USI clubs and organizations plan and host successful, well-organized events, meetings, and programs. Student groups and/or their advisors are welcome to include the staff from this office in their planning meetings. The Student Scheduler Office can be reached at 812/465-7037. To reserve a space, visit the Web site at www.usi.edu/schedule/form.asp.

Central University Calendar – A schedule of all University-related events is kept in Special Events. The office also keeps a schedule of major events in the community so that University departments can avoid conflicts. Faculty and staff contemplating an event should check first with this office, 812/464-1930, or view the USI calendar, which is located under All Public Folders in Outlook.

Conference Services – To fully utilize the newly expanded housing and meeting facilities on campus, the Conference Services manager works with on- and off-campus groups needing facilities for multi-day conferences during the summer months. Student and professional groups, ranging in size from 150-500+ participants have access to dining, meeting, recreational, and sleeping facilities to meet their conference needs. This office is responsible for marketing USI as a conference site and is the primary contact for any groups planning a conference at USI. For additional information, call 812/464-1930.

Office of Veterans Affairs

This office monitors the frequent changes that are made to the laws governing veterans' educational assistance programs. Staff work with prospective and enrolled students who are veterans, servicepersons, dependents, and survivors of veterans and other eligible persons to keep them informed of the changes, as well as the eligibility and entitlement provisions of the various programs available. There are 11 educational assistance programs and the basic eligibility criteria usually vary from one to another. The office also serves as the contact office for "Operation: Expanded Horizons," a statewide effort to recruit recently discharged military servicepersons to enter high education.

This is the certifying office for the enrollment of persons training under the veterans' programs. All veterans, servicepersons, dependents and survivors of veterans, and anyone else who may be eligible for veterans' assistance should contact this office. Students receiving Veterans Administration educational benefits must make contact with this office each semester to begin or continue their certification of enrollment process to the Veterans Administration Regional Office.

This office also evaluates, for possible University credit, military courses, workshops, and training completed while in service. Those wishing to have their military experiences evaluated for possible university credit must bring an original/certified copy of their DD214 to the office.

ADMINISTRATION AND FACULTY

THE ADMINISTRATION

Administrative Officers

H. Ray Hoops	President
Linda L. M. Bennett	Provost and Vice President for Academic Affairs
Cynthia S. Brinker	Vice President for Governmental Relations
Robert W. Parrent	Vice President for Student Affairs
Robert W. Ruble	Vice President for Business Affairs and Treasurer
Sherianne M. Standley	Vice President for Advancement

Administrative Staff

(Instructional staff with part-time administrative responsibilities also are listed.)

Michael D. Adcock	Library Computer Services Administrator, Computer Center
Miwa Agatsuma	Teacher, Southern Indiana Japanese School
Carmen F. Ahlers	Director, Student Development Programs
Juzar Ahmed	Academic Services Coordinator, Computer Center
Nancy Ahrens	Graduate Student Recruiting and Advising Coordinator
James R. Ahrens	Assistant Director of Procurement and Distribution Services
David W. Alexander	Senior Systems Analyst, Computer Center
Janel S. Allen	Assistant to the President
Diane L. Alvey	Assistant Manager, Bookstore Operations
Jennifer C. Anderson	Manager of Alumni/Development Information Systems
Yoko Aratani	Teacher, Southern Indiana Japanese School
Joanne R. Artz	Reference Librarian
Dennis T. Avery	Coordinator of Adult Marketing and Recruitment, Admission
Yumiko Baba	Teacher, Southern Indiana Japanese School
John E. Baburnich	Student Records Data Manager
Larry G. Back	Academic Services Analyst, Computer Center
Christopher T. Barney	Assistant Baseball Coach
Craig D. Bere	Varsity Volleyball Coach
Laurie M. Berry	Assistant Director, Residence Life
Rick R. Beury	Computer Network Technician, Computer Center
Diana M. Biggs	Director of Internal Audit
Darrel E. Bigham	Director of Historic Southern Indiana Project
Don V. Bisesi	Head Women's Golf Coach
Karen L. Bishop	Director of Composition
Nancy F. Bizal	Coordinator of School of Business External Affairs
Andrew H. Black	Distance Learning Producer/Director, Distance Education
Heather B. Blasco	Affiliate Librarian
Larry W. Bohleber	Manager of Center for Human Resources Development
Wayne C. Bohm	Director, Computer Center
Karen H. Bonnell	Director, Instructional Technology Services
Deborah J. Bookout	Student Affairs and Instructional Services Coordinator, Nursing and Health Professions
David A. Bower	Associate Director of Development for Planned Giving
Glenna G. Bower	Assistant Director, Recreation, Fitness and Wellness
Susan R. Branigin	Historic Preservation Coordinator, Historic New Harmony
Mary B. Branson	Credentials Analyst/Project Director of Degree Audit Reporting System
Angela J. Brawdy	Manager of Benefits and Compensation
Steven J. Bridges	Controller and Assistant Director of Business Office
Christopher A. Briggs	Director, Food Services
Ross H. Brown	Head Men's Tennis Coach
Stacy A. Brown	Coordinator of Public Relations/Marketing, USI Theatres
James W. Browning	Director, Counseling Center
LaDawn Buck	Assistant Director, Career Services and Placement
Timothy K. Buecher	Director, Career Counseling

Susan R. Bunning	Assistant Director of Development for Annual Giving
Pamela S. Buschkill	Children's Center Coordinator
JoEllen Bush	OPTIONS Advisor, University Division
Debbie H. Butler	Computer Operations Manager, Computer Center
Jerome R. Cain	Dean, School of Science and Engineering
Jina L. Campbell	Business Analyst, Residence Life
John E. Campbell Jr	Senior Admission Counselor
Jenelle Carter	Program Coordinator, Recreation, Fitness, and Wellness
Elizabeth A. Cheaney	Admission Counselor
Linda Cleek	Director, Continuing Education; Associate Dean, Extended Services
J.R. Compton	Senior Systems Analyst, Computer Center
Nadine A. Coudret	Dean, School of Nursing and Health Professions
John L. Deem	Associate Vice President for Student Affairs
Joan T. DeVillez	Extended Program Specialist, Academic Support in Housing
Jean M. Devine	Staff Accountant, Business Affairs
M. Suzanne Devine	Bursar
Pamela S. Doerter	Coordinator of Internships and Cooperative Education
Kelly J. Drollinger	Admission Counselor
John W. Drone	Staff Accountant, Business Office
Mary C. Drury	Computer Network Administrator, Computer Center
David F. Enzler	Director, Recreation, Fitness, and Wellness
Sandra K. Farmer	Registrar/Director of Veteran Affairs
Larry J. Feldhaus	Manager, Mail and Courier Services, Distribution Services
Patricia J. Ferrier	Student Publication Manager/Advisor
Darlene M. Fisher	Director, Human Resources
Julie A. Floyd	Coordinator of University Division Advising
Arlene A. Fortune	Coordinator of Academic Advisement, School of Liberal Arts
M. LeAnn Freeland	Assistant Women's Basketball Coach and Senior Women's Administrator
Kathy W. Funke	Director, News and Information Services
Julie A. Galbus	Director, Humanities
Randa D. Gatling	Assistant Women's Basketball Coach; Instructor in Physical Education
Michael L. Geppner	Computer Network Technician, Computer Center
Terri A. Godfrey	University Division Advisor
Michael J. Goedde	Varsity Baseball Coach
Michael J. Goelzhauser	Bookstore Manager
David A. Goldenberg	Director, Procurement and Distribution Services
Scott A. Gordon	Associate Dean, School of Science and Engineering; Assistant Director, Center for Teaching and Learning
John H. Gottcent	Director, University Core Curriculum
Joseph R. Gratz	Assistant Director, Intramural and Recreational Sports
Peggy A. Graul	Coordinator of Continuing Education, Nursing and Health Professions
Dianne B. Grayson	Affiliate Librarian
Jerry G. Green	Programmer/Analyst, Computer Center
Kimberly Greenlee	Manager of Employment, Human Resources
Heidi M. Gregori-Gahan	Director, International Programs and Student Services
Teresa R. Grisham	Programmer/Analyst, Computer Center
Deborah L. Hagan	Computer Network Technician, Computer Center
Ruth N. Hahn	Assistant Librarian; Access Services Librarian
Ernest H. Hall	Associate Dean, School of Business; Director, Master of Business Administration
Jon Mark Hall	Athletic Director
Judith A. Halstead	Director of Instructional Services and Resources, Nursing and Health Professions
Michael D. Harbison	Art Director/Digital Designer, Printing Services
Peggy F. Harrel	Director, Graduate Studies and Sponsored Research
Charles F. Harrington	Assistant Vice President for Academic Affairs
Barry J. Hart	Director, Safety and Security
Satomi Hashimoto	Teacher, Southern Indiana Japanese School
Stephen P. Helfrich	Director, Facilities, Operations and Planning
Laura McDaniel Hendricks	Manager of Admission/Research Information
Rick J. Herdes	Head Men's Basketball Coach
Jeannette A. Hickey	Learning Specialist, Academic Skills

Shannon R. Hile	Senior Admission Counselor
Michael R. Hillyard	Head Men's and Women's Cross Country Coach
Christine A. Hoehn	Director, Religious Life
Daniel E. Hogan	Head Men's Soccer Coach
Pamela F. Hopson	Director, Multicultural Center
Marc J. Hostetter	Assistant Men's Basketball Coach
J. Robert Howell	Internal Audit Manager
Mary A. Hupfer	Director, University Budgets; Foundation Fiscal Officer
Sandra J. James	University Division Advisor
Nils I. Johansen	University Division Advisor
Nancy L. Johnson	Director, Alumni and Volunteer Services
Chris A. Johnston	Athletic Trainer
M. Edward Jones	Associate Vice President for Academic Affairs and Dean of Extended Services
Michael W. Jones	Staff Engineer, Physical Plant
Janet S. Kahle	Educational Programs and Tours Coordinator, Historic New Harmony
Frederick H. Kalvelage	Staff Architect and Construction Manager, Physical Plant
Connie R. Keeling	Broadcast Engineer, Instructional Technology Services
Libby L. Keeling	Writer, News and Information Services
Jennifer L. Kellams	Director, Career Services and Placement
Victoria G. Kelley	Special Projects Director, Nursing and Health Professions
Keith R. Kennedy	Coordinator of Instructional Broadcast, Nursing and Health Professions
Trisha M. Kennedy	Assistant Director, Alumni and Volunteer Services
Debra L. Kerns	Financial Assistance Counselor/Loan Program Coordinator
James S. Kerns	Programmer/Analyst, Computer Center
Deborah L. Kinney	Project Coordinator, Cancer Awareness Program
Shirley K. Kirk	Computer Applications Training Coordinator, School of Business
Scott M. Klassen	Computer Network Technician, Computer Center
R. Eugene Klippel	Dean, School of Business
Nancy Kovanic	Lead Consultant, Organizational and Professional Development Team, Extended Services
Suzanne J. Kunkle	Head Women's Softball Coach
Bradley D. Lasser	Manager, Judicial Affairs, Residence Life
Debra S. Laster	Manager of Academic Information Systems
Scott LeFeber	Director, Theatre
David W. LeRoy	Distance Learning Producer/Director, Distance Education
Kathleen B. Linderman	Manager, Development and Public Programs, Historic New Harmony
Ingrid E. Lindy	Manager of Human Resources Information Systems
Timothy S. Lockridge	Assistant Director, Computer Center
Judy H. Luther	Academic Skills Coordinator
Carolyn L. Maasberg	Assistant Bookstore Manager
Miles D. Mann	Assistant Director of Facilities Operations
Jason R. Maxwell	Academic Service Analyst, Computer Center
Gary May	Director, USI/Epi-Hab Center for Disability Studies
Molly E. McConnell	Assistant Director, Human Resources
Daniel A. McDonnell	Assistant Director, Sports Information
Charmaine A. McDowell	Training Consultant, Extended Services
John C. McPherson	Theatre Technical Coordinator
Jenny R. Medcraft	Computer Systems Analyst, School of Business
Mona L. Meyer	Assistant Librarian/Government Documents, Reference Librarian
Cindy R. Miller	Associate Bursar
Deanna M. Miller	Program Coordinator for Recreation, Fitness, and Wellness
Paul A. Miller Jr.	Assistant Director, Development, Athletics and Corporate Giving
Ruth H. Miller	Director, Library; Senior Librarian
Michael A. Mohr	Staff Architect, Physical Plant
Erika Myers-Bromwell	Assistant Director, New Harmony Gallery of Contemporary Arts
Nancy M. Myers	Mathematics Specialist, Academic Skills
S. Jay Newton	Assistant Athletic Director; Compliance Coordinator
Martha I. Niemeier	Associate Director of College Development Library, Associate Librarian
Suzanne A. Nicholson	Director of University Development and President of USI Foundation
Catherine L. Nickens	Assistant Director and Processing Manager, Student Financial Assistance
Keietsu Nishimura	Director, Southern Indiana Saturday School

Jeanie M. Nunn	Supplemental Instruction Specialist, Academic Skills
Deanna L. Odney	English Specialist, Academic Skills
Phyllis J. Oeth	Manager of Conference and Meeting Planning
Phillip E. Orr	Distance Learning Librarian, Assistant Librarian
Vicki K. Oshodi	Human Resources Generalist
Eric H. Otto	Director, Admission
Mitsuko Owa	Teacher, Southern Indiana Japanese School
Leslie D. Parker	Director, Printing Services
Dane M. Partridge	Director, University Honors Council
James M. Patton	Director, Student Financial Assistance
Julie A. Payne	Director, Residence Life
C. Thomas Pickering	Dean, School of Education and Human Services
Donald E. Pitzer	Director, Center for Communal Studies
Ben Poormokhtar	Computer Network Technician, Computer Center
Keely J. Porter	Head Women's Tennis Coach
Jim R. Prior	Programmer/Analyst, Computer Center
T. Edwin Ramos	Director, Institutional Research and Assessment
Ginger L. Ramsden	Manager of Family, School, and Children's Programs, Extended Services
Eric L. Ramsey	Program Advisor, Student Development Programs
Elizabeth C. Randolph	Photojournalist, News and Information Services
Philip E. Rawley	Special Funds Accountant
Paul B. Raymond	Director, Master of Public Administration; Director, University Core Curriculum Assessment
Mark T. Razor	Acting Director, University Division Advisor
Saxon G. Reasons	Manager of Instructional Technology Program, Distance Education
C.J. Regjn	Director, Special Events
Jon M. Reidford	Computer and Internet Services Coordinator, Nursing and Health Professions
Tai E. Richardson	Senior Admission Counselor
Joanna M. Riney	Assistant Director, Student Financial Assistance
Thomas M. Rivers	Director, Master of Arts in Liberal Studies
Renee M. Rowland	Assistant Director, Student Development Programs; Program Director, First Year Initiatives
Mayola Rowser	Project Coordinator for Vanderburgh Correctional Nursing, Nursing and Health Professions
Mark A. Rusk	Assistant Director, Admission
Bob A. Rust	Staff Engineer
Mary Jane Schenk	Manager, Donor Relations, Development
Timothy J. Schibik	Director, Center for Teaching and Learning Excellence, Coordinator of Lilly Retention Grant
Carol A. Schmitt	Programmer/Analyst, Computer Center
Barry K. Schonberger	Dean of Students
Kristoffer R. Sellers	Area Coordinator, Residence Life
Laura E. Shouse	Senior Admission Counselor
Jeffrey M. Sickman	Manager of Payment Services, Business Office
Raymond C. Simmons	Sports Information Director
Tracy A. Sinn	Degree Audit Reporting System Specialist
Brandy R. Sloan	Financial Assistance Counselor/Special Programs Coordinator
Chrissy M. Smith	Head Women's Volleyball Coach
Leslie M. Smith	Assistant Director, Counseling Center
Sylvia A. Sorensen	Staff Accountant
Jeffrey L. Sponn	Buyer, Procurement and Distribution Services
Matthew R. Sponn	Bookstore Business Coordinator
Susanne L. Stanley	Travel Coordinator
Richard D. Stein	Women's Varsity Basketball Coach, Director of Special Athletic Projects
Lori E. Suter	Developmental Educator, Academic Skills
Norlyn S. Szymanski	Area Coordinator, Residence Life
Jayne M. Kroeger Tang	Programmer/Manager, Computer Center
Jason L. Thompson	Area Coordinator, Residence Life
Jennifer L. Thompson	Area Coordinator, Residence Life
S. Beth Thompson	Assistant Director, Charles E. Day Learning Resource Center
Robert A. Threet	Computer Network Technician
Leslie A. Townsend	Program Coordinator of Historic Southern Indiana
Gregory P. Valentine	Director of Center for Economic Education Southwest Indiana
April K. Vasher-Dean	Director, New Harmony Gallery of Contemporary Art

Betty R. Vawter	Senior Editor, News and Information Services
Gregory A. Wagoner	Manager of Housing Operations, Residence Life
Ruth A. Waller	Director, Intramural and Recreational Sports
Jessie J. Watkins	Assistant Men's Basketball Coach
Judith A. Weatherholt	Director, Southwest Indiana Economic Development Planning
Mary Beth Weber	Staff Counselor, Counseling Center
Deborah J. Weigand	Purchasing Agent
Connie A. Weinzapfel	Director, Historic New Harmony
Michael W. Whipple	Business Office Director and Assistant Treasurer
Jeffrey R. Whitfield	Area Coordinator, Residence Life
Peter C. Whiting	Affiliated Librarian, Serials Librarian
Carrie F. Wilkerson	Program Advisor, Multicultural Center
Dana R. Willett	Media Production Manager, Instructional Technology Services
Elizabeth A. Williams	Library Computer Systems Technician
Julia A. Yancey	Manager of Payroll
Srdan Zdravkovic	Area Coordinator, Residence Life
Sandra M. Ziganti	Program Advisor, Student Development Programs

Professional Library Staff

Ruth H. Miller; M.L.S., University of Texas at Austin, 1974; Director of Library Services, Senior Librarian, 1996.
 Joanne R. Artz; A.M.L.S., University of Michigan, 1975; Reference Services Librarian, Assistant Librarian, 1997.
 Heather B. Blasco; M.L.S., Indiana University, 2002; Instructional Services Librarian, Affiliate Librarian, 2002.
 Dianne B. Grayson; M.L.S., Indiana University, 1988; Technical Services Librarian, Affiliate Librarian, 1988.
 Ruth N. Hahn; M.L.S., Indiana University, 1972; Access Services Librarian, Assistant Librarian, 1973.
 Mona L. Meyer; M.L.S., University of Kentucky, 1979; Government Documents and Reference Librarian, Assistant Librarian, 1988.
 Martha I. Niemeier; M.L.S., Indiana University, 1968; Associate Director and Collection Development Librarian, Associate Librarian, 1970.
 Philip E. Orr; M.S., University of Illinois, 1992; Distance Learning Librarian, Assistant Librarian, 2001.
 Peter C. Whiting; M.L.S., Dominican University, 1992; Serials Librarian, Affiliate Librarian, 1999.

Academic Affairs Council

Linda L. M. Bennett	Provost and Vice President for Academic Affairs
Jerome R. Cain	Dean of the Pott School of Science and Engineering
Nadine A. Coudret	Dean of the School of Nursing and Health Professions
John L. Deem	Associate Vice President for Student Affairs
Peggy F. Harrel	Director of Graduate Studies and Sponsored Research
Charles F. Harrington	Assistant Vice President for Academic Affairs
M. Edward Jones	Associate Vice President for Academic Affairs and Dean of Extended Services
R. Eugene Klippel	Dean of the School of Business
Ruth H. Miller	Director of Library Services
Thomas Pickering	Dean of the Bower-Suhrheinrich School of Education and Human Services
Thomas Wilhelmus	Dean of the School of Liberal Arts

THE UNIVERSITY FACULTY

Information about each individual includes the following: name, highest degree earned, institution granting degree, year degree conferred, current academic rank, and year of appointment.

Bower-Suhrheinrich School of Education and Human Services

C. Thomas Pickering; Ph.D., Ohio University, 1969; Dean of the Bower-Suhrheinrich School of Education and Human Services, Professor of Education, 1988.

Michelle E. Alvarez; M.S.W., University of Maryland, 1986; Assistant Professor of Social Work, 2000.
 C. Christy Baker; M.S.W., Tulane University, 1972; Director of Admissions of Social Work Program, Associate Professor of Social Work, 1995.
 Craig Bere; H.P.E.R., Morehead State University, 1997; Instructor in Physical Education; Varsity Women's Volleyball Head Coach, 2002.
 Michelle E. Blake; Ph.D., The Florida State University, 1998; Assistant Professor of Social Work, 1997.
 Robert E. Boostrom; Ph.D., University of Chicago, 1991; Associate Professor of Education, 1993.

Thomas D. Bordelon; Ed.D., Montana State University-Bozeman, 1997; Assistant Professor of Social Work, 2002.

Sherry L. Boyd; Ph.D., Indiana State University, 1981; Associate Professor of Education, 1989.

Marlaine K. Chase; Ed.D., Illinois State University, 1982; Associate Professor of Education, 1999.

David C. Cousert; M.S.W., University of Louisville, 1984; Chair of Social Work Department, Bachelor of Social Work Program Director, Associate Professor of Social Work, 1984.

Jane A. Davis-Brezette; P.E.D., Indiana University, 1978; Chair of Physical Education Department, Associate Professor of Physical Education, 1970.

James H. Divine; Ed.D., Northern Illinois University, 1975; Associate Professor of Education, 1987.

Kathy M. Elpers; Ed.D., Spalding University, 2001; Associate Professor of Social Work, 1987.

Paul C. Frazer; Ph.D., The Ohio State University, 1995; Assistant Professor of Social Work, 1994.

M. LeAnn Freeland; M.S., University of Southern Indiana, 2000; Instructor in Physical Education, Assistant Women's Basketball Coach, Senior Women's Administrator, 1999.

Randa Gatling; B.A.; University of Southern Indiana, 1991; Instructor in Physical Education; Assistant Women's Basketball Coach/Instructor in Physical Education/Fitness Center Administrator, 2001.

Michael J. Goedde; B.S., University of Evansville, 1988; Instructor in Physical Education, Varsity Baseball Coach, 1993.

Susan H. Gooden; Ed.D., University of Kentucky, 1995; Associate Professor of Education, 1995.

Janet S. Greer; M.S., Indiana State University, 1971; Instructor in Teacher Education, 1994.

Joyce Ann Hamon; Ph.D., Indiana University, 1995; Assistant Professor of Education, 1994.

Rick J. Herdes; B.S., Graceland College, 1980; Varsity Men's Basketball Head Coach, 1992.

Michael R. Hillyard; B.S., University of Southern Indiana, 1993; Instructor in Physical Education, Head Men's and Women's Cross Country Coach, 1998.

Carolyn B. Hines; M.Ed., Southern Illinois University, 2002; Instructor of Education, 2002.

Marc Hostetter; B.S., University of Southern Indiana, 1998; Instructor in Physical Education, Assistant Men's Basketball Coach, 2001.

Guoyuan Huang; Ph.D., University of Kansas, 2002; Assistant Professor of Physical Education, 2002.

Karl L. Larson; Ph.D., Southern Illinois University at Carbondale, 2001; Assistant Professor of Physical Education, 2001.

Raymond W. M. Leung; Ph.D., Springfield College, 1999; Assistant Professor of Physical Education, 1999.

Patricia E. Loehr; M.S., University of Louisville, 1988; Instructor in Social Work, 1998.

Patricia L. Marcum; M.S., Eastern Kentucky University, 1982; Instructor in Physical Education, 1995.

Gary E. May; M.S.S.W., University of Tennessee, 1974; Associate Professor of Social Work, 1992.

Robert E. Mays; Ed.D., Indiana University, 1973; Associate Dean of the Bower-Suhrheinrich School of Education and Human Services, Director of Field Experiences in Education, Professor of Education, 1973.

Jane E. Meyer; Ed.D., Oklahoma State University, 1992; Associate Professor of Education, 1992.

Jean C. Moore; M.S., University of Southern Indiana, 1990; Manager of Accreditation and Licensure, Instructor in Education, 2000.

Sue G. Norman; Ed.D., University of West Florida, 2001; Assistant Professor of Education, 2001.

Karen A. Northcraft; Ed.D., West Virginia University, 1989; Assistant Professor of Social Work, 1996.

Beth A. Otto; M.A., Truman State University, 1985; Instructor in Education, 1999.

Thomas J. Philleo; Ph.D., The Ohio State University, 1997; Assistant Professor of Education, Coordinator of Graduate Studies in Education, 1997.

Iris J. Phillips; Ph.D., University of Louisville, 2001; Assistant Professor of Social Work, 2001.

Keely J. Porter; B.S., University of Evansville, 1984; Instructor in Physical Education, Women's Tennis Coach, 2000.

Charles L. Price; Ph.D., The Ohio State University, 1978; Chair of Teacher Education Department, Professor of Science Education, 1979.

Martha B. Raske; Ph.D., University of Illinois at Chicago, 1995; Director of Master of Social Work, Assistant Professor of Social Work, 1998.

Gary W. Schwartz; M.A., Colorado State University, 1982; Instructor in Physical Education, 2001.

Michael L. Slavkin; Ph.D., Indiana University, 2000; Assistant Professor of Education, 2000.

Gary M. Stiler; Ph.D., University of New Mexico, 1999; Assistant Professor of Education, 2000.

Pamela A. Taylor; Ph.D., Mississippi State University, 1999; Assistant Professor of Education, 1999.

Jeff A. Thomas; Ph.D., University of Southern Mississippi, 1996; Assistant Professor of Education, 2000.

Ruth S. Tompkins; Ph.D., Northwestern University, 1989; Associate Professor of Education, 1989.

Ruth A. Waller; M.A., University of Evansville, 1978; Instructor in Physical Education, Director of Intramural and Recreational Sports, 1976.

Jessie J. Watkins; B.S., Lincoln Memorial University, 1999; Assistant Men's Basketball Coach, Instructor of Physical Education, 2002.

School of Business

R. Eugene Klippel; Ph.D., The Pennsylvania State University, 1971; Dean of the School of Business, 2003

Marvin L. Albin; Ed.D., Arizona State University, 1976; Chair of Information Systems and Business Education Department, Professor of Computer Information Systems, 2000.

Nancy F. Bizal; M.S., Indiana University, 1963; Coordinator of School of Business External Relations, Instructor in Administrative Systems, 1988.

Larry W. Bohleber; M.A., University of Wisconsin, 1974; Manager of Center for Human Resources Development, 1985.

Soku G. Byoun; Ph.D., University of South Carolina, 2000; Assistant Professor of Finance, 2000.

Steven K. Callaway; M.B.A., Indiana University, 1994; Instructor in Management, 2002.

Peter S. Cashel-Cordo; Ph.D., University of Houston, 1988; Associate Professor of Economics, 1994.

Kevin G. Celuch; Ph.D., Syracuse University, 1998; Blair Chair of Business Science, Professor of Marketing, 2001.

Sang T. Choe; D.B.A., Mississippi State University, 1984; Professor of Marketing, 1985.
Steven R. Cox; Ph.D., University of Michigan, 1971; Professor of Economics, 1989.
John L. Deem; M.B.A., Murray State University, 1967; Associate Vice President for Student Affairs, Assistant Professor of Accounting, 1967.
Deborah Eaton; M.S., Oakland City University, 1998; Instructor of Management, 2002.
Craig R. Ehlen; D.B.A., Southern Illinois University, 1994; Professor of Accounting, 1989-90; 1991.
Abbas Foroughi; Ph.D., Indiana University, 1990; Professor of Computer Information Systems, 1983.
Sharlett K. Gillard; Ed.D., North Texas State University, 1978; Associate Professor of Computer Information Systems, 1986.
Ernest H. Hall Jr.; Ph.D., University of Mississippi, 1988; Associate Dean of the School of Business, Director of Master of Business Administration Program, Professor of Management, 1992.
Philip M. Hanley; M.A.S., University of Illinois, 1969; Instructor of Accounting, 2002.
Charles F. Harrington; Ph.D., Ohio University, 1991; Assistant Vice President for Academic Affairs, Associate Professor of Management, 1995.
Robert J. Hartl; Ph.D., University of Arkansas, 1977; Associate Professor of Finance, 1989.
Ramadan S. Hemaida; Ph.D., St. Louis University, 1990; Associate Professor of Decision Sciences, 1988.
William C. Henderson; M.S., Indiana University, 1983; Assistant Dean of the School of Business, Assistant Professor of Computer Information Systems, 1979-1982; 1983.
H. Ray Hoops; Ph.D., Purdue University, 1967; President, Professor of Business, Professor of Education, 1994.
Eva K. Jermakowicz; Ph.D., Warsaw Technical University, 1982; Associate Professor of Accounting, 1987.
Jane A. Johansen; Ph.D., University of Wisconsin, 1982; Associate Professor of Business Education, 1997.
Mohammed F. Khayum; Ph.D., Temple University, 1990; Chair of Economics and Finance Department, Professor of Economics, 1991.
Kwangok K. Kim; Ph.D., University of Oklahoma, 1978; CPA, 1982; Professor of Accounting, 1979.
Mehmet C. Kocakulah; Ph.D., Istanbul University, 1982; Professor of Accounting, 1987.
Choon-Shan Lai; M.S., Purdue University, 1998; Assistant Professor of Economics, 2002.
Brett J. Long; L.L.M., University of Missouri-Kansas City, 1993; Associate Professor of Accounting and Business Law, 1993.
Bruce A. Mabis; Ph.D., Vanderbilt University, 1992; Assistant Professor of Computer Science, 2001.
Timothy B. Mahoney; M.S., University of Illinois, 1965; Instructor in Economics, 1987.
Jeanette G. Maier-Lytle; M.B.A., University of Southern Indiana, 1995; Instructor in Accounting, 1997.
Brian L. McGuire; Ph.D., University of Central Florida, 1996; Associate Professor of Accounting, 1995.
Sudesh Mujumdar; Ph.D., University of Cincinnati, 2000; Assistant Professor of Economics, 2001.
Gregory B. Murphy; Ph.D., University of Houston, 1996; Assistant Professor of Management, 2002.
Ernest E. Nolan; M.B.A., University of Evansville, 1977; Assistant Professor of Computer Information Systems, 1983.
Leslie E. Nunn; J.D., University of Denver, 1967; Assistant Professor of Business Law, 1998.
James A. Odom; M.B.A., University of Southern Indiana, 2001; Instructor in Computer Science, 2001.
Dane M. Partridge; Ph.D., Cornell University, 1991; Director of University Honors Council, Associate Professor of Management, 1999.
Holly J. Payne; M.A., Western Kentucky University, 1995; Instructor in Business Communications, 2001.
Joy V. Peluchette; D.B.A., Southern Illinois University at Carbondale, 1991; Chair of Management and Marketing Department, Professor of Management, 1991.
William Pierrot; M.A., University of Iowa, 1968; University of Southern Indiana, Instructor in Management and Marketing, 2002.
Jong C. Rhim; Ph.D., University of Missouri-Columbia, 1990; Professor of Finance, 1989.
Carl L. Saxby; Ph.D., University of Memphis, 1997; Assistant Professor of Marketing, 1997.
Timothy J. Schibik; Ph.D., West Virginia University, 1989; Director of the Center for Teaching and Learning, Professor of Economics, 1988.
Kalyani Seetharaman; M.A. University of Madras, India, 1972; Instructor of Economics, 2002.
Peggy O. Shields; Ph.D., North Texas State University, 1987; Associate Professor of Marketing, 1986.
Gregory P. Valentine; Ph.D., Southern Illinois University, 1986; Director of Center for Economic Education in Southwest Indiana, Associate Professor of Business Education, 1987.
Daniel E. Wade; D.B.A., University of Kentucky, 1981; Director of Accounting Programs, Professor of Accounting, 1986.
Jennifer J. Williams; D.B.A., Southern Illinois University, 1994; Associate Professor of Computer Information Systems, 1992.

Evansville Center, I.U. School of Medicine

Rex D. Stith; Ph.D., Purdue University, 1971; Assistant Dean, I.U. School of Medicine and Director of Evansville Center, Professor of Physiology and Biophysics, 1993.

Carla J. Aldrich; Ph.D., Baylor College of Medicine, 1987; Associate Professor of Microbiology and Immunology, 1995.
James J. Brokaw; Ph.D., University of Texas Health Science Center, San Antonio, 1983; Associate Professor of Anatomy, 1987.
Elmon Coe; Ph.D., University of California at Los Angeles, 1961; Visiting Professor, 1996.
Ewa Malatynska; Ph.D., Warsaw Medical Academy, 1985; Assistant Professor of Pharmacology and Toxicology, 1996.
Beat U. Raess; Ph.D., University of Washington, 1980; Associate Professor of Pharmacology and Toxicology, 1982.
Howell W. Rogers; Ph.D., University of Oklahoma, 1971; Associate Professor of Microbiology and Immunology, 1972.
Dale Saxon; Ph.D., Dalhousie University, 1993; Assistant Professor of Anatomy and Cell Biology, 1998.
John F. Schaeffer; Ph.D., Syracuse University, 1970; Associate Professor of Physiology and Biophysics, 1978.

G. S. Seetharamaiah; Ph.D., Mysore University, India, 1991; Assistant Professor of Biochemistry and Molecular Biology, 1999.
Godfrey Tunnicliff; Ph.D., University of Southampton, 1969; Professor of Biochemistry and Molecular Biology, 1978.
Mona Wooten; M.D., University of Missouri-Columbia, 1974; Assistant Director for Clinical Sciences, 1998.

School of Liberal Arts

Thomas A. Wilhelmus; Ph.D., University of Notre Dame, 1972; Acting Dean of the School of Liberal Arts, Professor of English, 1970.

Michael K. Aakhus; M.F.A., Southern Illinois University, 1976; Professor of Art, 1977.
Patricia L. Aakhus; M.F.A., Vermont College, 1993; Instructor in English, 1994.
Julie C. Allee; B.S., Central Missouri State University, 2002; Instructor in Communication Studies, 2002.
Charles P. Armstrong; B.S., Indiana University, 1994; Instructor in Graphic Design in Art, 2000.
Charles T. Barber; Ph.D., The American University, 1967; Professor of Political Science, 1971.
Leisa Belleau; M.A., Southern Illinois University, 1996; Instructor in English, 2000.
Linda L. M. Bennett; Ph.D., University of Cincinnati, 1981; Provost and Vice President of Academic Affairs, Professor of Political Science, 2003.
Darrel E. Bigham; Ph.D., University of Kansas, 1970; Director of Historic Southern Indiana Project, Professor of History, 1970.
Karen L. Bishop; Ph.D., Purdue University-Calumet, 2002; Assistant Professor of English/Director of Composition, 2001.
David N. Black; Ph.D., University of Tennessee, 1996; Assistant Professor of Radio and Television, 1998.
Christopher M. Bloom; Ph.D., Saint Louis University, 2001; Assistant Professor of Psychology, 2002.
Karen H. Bonnell; Ph.D., University of Kentucky, 1994; Director of Instructional Technology Services, Associate Professor of Communications, 1990.
Hilary A. Braysmith; Ph.D., The Ohio State University, 1991; Associate Professor of Art History, 1989.
Jennifer Hope Carroll; Ed.S., Northeast Louisiana University, 1984; Assistant Chair of Communications, Instructor in Public Relations, 2002.
Robert A. Carroll; Ph.D., University of Southern Mississippi, 1992; Professor of Communications, 1995.
Daniel R. Craig; M.M., University of Illinois, 1989; Assistant Professor of Music, 1990.
Margaret Curran; Ph.D., Northern Illinois University, 1998; Instructor of Political Science, 2002.
Sherry B. Darrell; Ph.D., George Peabody College, 1975; Professor of English, 1978.
Michael D. Dixon; Ph.D., The Ohio State University, 2000; Assistant Professor of History, 2000.
Leonard E. Dowhie Jr.; M.F.A., Indiana State University, 1975; Professor of Art, 1978.
David W. Drebusenko; Ph.D., The Ohio State University, 1987; Associate Professor of Philosophy, 1991.
Walter K. Everett; Ph.D., The University of North Carolina at Chapel Hill, 1974; Professor of English, 1977.
Julie A. Evey; Ph.D., Kent State University, 1998; Assistant Professor of Psychology, 1998.
Margaret M. Felton; M.S., University of Evansville, 1987; Instructor in Psychology, 1998.
Patricia J. Ferrier; M.A., Austin Peay State University, 1996; Publications Manager/Adviser of The Shield, Instructor in Journalism, 2000.
Julie Floyd; M.A., University of Evansville, 1982; Coordinator of University Division Advising, Instructor in English, 1990.
Howard R. Gabbenesch; Ph.D., University of Kentucky, 1972; Professor of Sociology, 1972.
Julia A. Galbus; Ph.D., Southern Illinois University, 1997; Director of Humanities, Assistant Professor of English, 1997.
Robert E. Gehring; Ph.D., University of Colorado, 1973; Associate Professor of Psychology, 1973.
Michael W. Given; Ph.D., Southern Illinois University, 1997; Instructor in English, 1997.
John H. Gottcent; Ph.D., University of Wisconsin, 1971; Director of University Core Coordinator, Professor of English, 1970.
Matthew R. Graham; M.F.A., University of Iowa, 1982; Associate Professor of English, 1984. (On Leave Spring 2003).
Larry F. Gries; M.A., Notre Dame University, 1974; Instructor in English, 1999.
Sidney A. Hall II; Ph.D., Auburn University, 1989; Assistant Professor of Psychology, 1987.
Casey Harison; Ph.D., University of Iowa, 1993; Acting Chair of History Department, Assistant Professor of History, 1992.
Peggy F. Harrel; Ph.D., University of Wisconsin, 1985; Director of Graduate Studies and Sponsored Research, Assistant Professor of English, 1989.
Betty L. Hart; Ph.D., West Virginia University, 1991; Professor of English, 1991.
Sandra J. Hermann; M.A., Washington University, 1967; Director of University Division, Instructor in English, 1985.
Dal M. Herring; Ph.D., Texas A&M University, 1976; Chair of Communications Department, Professor of Communications, 1990.
Susanna M. Hoeness-Krupsaw; Ph.D., Southern Illinois University, 1992; Associate Professor of English, 1989. (On Leave Spring 2003)
Leigh Anne Howard; Ph.D., Louisiana State University, 1995; Assistant Professor of Communications, 2000.
Douglas K. Hubbell; Ph.D., Indiana University, 1978; Associate Professor of Theatre, 1980.
Teresa Huerta; Ph.D., Purdue University, 1994; Assistant Professor of Spanish, 1994.
David L. Jaquess; Ph.D., Virginia Polytechnic Institute and State University, 1993; Assistant Professor of Psychology, 2000.
Robert W. Jeffers; M.A., Murray State University, 1983; Instructor in Advertising, 1993.
M. Shan Jensen; M.F.A., University of Virginia, 1984; Associate Professor of Theatre, 1993.
Marjorie M. Jones; M.A., University of Arizona, 1968; Instructor in Anthropology, 1989.
Michael S. Kearns; Ph.D., University of California, 1980; Professor of English; English Department Chair, 2002.
Joan D. Kempf; M.F.A., Marywood University, 2000; Assistant Professor of Graphic Design, 2000.
Suzan G. Kiesel; M.A., Western Kentucky University, 2001; Instructor in Communal Studies, 2002.
Jill A. Kinkade; M.A., University of Louisville, 1997; Instructor in English, 1997.
William J. Kirsch; Ph.D., University of Illinois, 1967; Associate Professor of Political Science, 1970.

Richard W. Kuykendall; M.F.A., University of Washington, 1991; Assistant Professor of Theatre, 2002.
Scott N. LaFeber; M.F.A., University of Texas at Austin, 1989; Associate Professor of Theatre, Director of Theatre, 1996.
Guillermo Latorre; Ph.D., Purdue University, 1985; Professor of Spanish, 1989.
Carol W. MacKay; Ph.D., University of Kentucky, 1975; Chair of Foreign Languages Department, Associate Professor of French, 1997.
Edie H. McClellan; Ph.D., West Virginia University, 1997; Assistant Professor of Psychology, 2000.
John W. McNaughton; M.F.A., Bowling Green State University, 1970; Professor of Art, 1970.
Nancy C. McNeely; Ph.D., Southern Illinois University, 1997; Instructor in English, 1998.
Carla Mettling; Ph.D., Stanford University, 1986; Assistant Professor of English, 2002.
Ronald G. Mitchell; M.A., University of Missouri, 1997; Instructor in English, 2000.
Folke-Christine Moeller-Sahling; Ph.D., The Ohio State University, 2002; Assistant Professor of German, 2001.
John M. Morris; M.S., Indiana State University, 1998; Production Manager of WSWI, Instructor in Radio and Television, 2000.
Richard R. Mussard; Ph.D., Southern Illinois University, 1969; Associate Professor of Philosophy, 1968.
Tonya Northernor; M.F.A., University of Memphis, 1999; Instructor in English, 2001.
Isabel B. O'Connor; Ph.D., University of California, 1998; Assistant Professor of History, 1999.
Oscar Ozete; Ph.D., Indiana University, 1974; Professor of Spanish, 1980.
Joseph J. Palladino; Ph.D., Fordham University, 1982; Chair of Psychology Department, Professor of Psychology, 1981.
Randall E. Pease; M.A., Northeastern State University, 1990; Instructor in English, 1999.
Charles F. Petranek; Ph.D., Florida State University, 1970; Professor of Sociology, 1973. (On Leave Spring 2003)
Donald E. Pitzer; Ph.D., The Ohio State University, 1966; Director of Center for Communal Studies, Professor of History, 1967.
Virginia Schuster Poston; M.A., University of Oregon, 1988; Instructor in Art History, 1998.
Ronda L. Priest; Ph.D., University of California-Riverside, 1996; Assistant Professor of Sociology, 1996.
Paul B. Raymond; Ph.D., University of Wisconsin, 1986; Director of Master of Public Administration Program, Chair of Philosophy and Political Science Department, Director of University Core Curriculum Assessment, Associate Professor of Political Science, 1993.
Mark T. Razor; M.A., University of Mississippi, 1996; Acting Director of University Division, Instructor in English, 2000.
Robert L. Reid; Ph.D., Northwestern University, 1968; Provost and Vice President for Academic Affairs Emeritus, Professor of History, 1975.
Althea E. Rhodes; Ph.D., Southern Illinois University, 1999; Instructor in English, 1998.
J. Wayne Rinks; Ph.D., University of Tennessee, 1993; Associate Professor of Radio and Television, 1991.
Thomas M. Rivers; D.A., University of Michigan, 1974; Director of Master of Arts in Liberal Studies Program, Professor of English, 1968.
Ronald C. Roat; M.A., Oregon State University, 1983; Associate Professor of Journalism, 1986.
Leslie J. Roberts; Ph.D., Columbia University, 1974; Associate Professor of French, 1991.
Thomas E. Rodgers; Ph.D., Indiana University, 1991; Assistant Professor of History, 2002.
Carolyn L. Roth; M.F.A., Florida State University, 1969; Special Part-time Instructor in Art and Art Education, 1994.
Mary A. Schroeder; M.A., Saint Louis University, 1965; Assistant Professor of Communications, 1967.
Todd J. Schroer; Ph.D., University of Nebraska-Lincoln, 1998; Assistant Professor of Sociology, 2000.
Said Shiyab; Ph.D., Heriot-Watt University, 1991; Instructor in English, 2000.
Margaret A. Skoglund; Ph.D., University of Missouri, 1989; Associate Professor of Art, 1995.
Christopher Smith; Ph.D., University of Dallas, 2001; Assistant Professor of English, 2002.
Martha K. Smith; M.A., University of Evansville, 1980; Instructor in English, 1993.
Stephen J. Sullivan; Ph.D., Cornell University, 1990; Associate Professor of Philosophy, 1996.
Phyllis S. Toy; Ph.D., University of Chicago, 1995; Associate Professor of English, 1988.
Joseph Uduehi; Ed.D., University of Illinois, 1993; Assistant Professor of Art Education, 1999.
Eric L. vonFuhrmann; M.A., Southern Illinois University, 1962; Associate Professor of English, 1966.
Jean Wagner; Ed.D., Ball State University, 1979; Instructor in English, 2001.
Elliot H. Wasserman; M.F.A., University of Georgia, 1981; Associate Professor of Theatre, 1991.
Kathryn M. Waters; M.F.A., Ohio University, 1979; Chair of Art, Music, and Theatre Department, Professor of Art, 1981.
Robert E. West Jr.; Ph.D., Southern Illinois University, 1990; Assistant Professor of Advertising, 1999.
Rebecca S. Whisnant; M.A., The University of North Carolina at Chapel Hill, 1993; Instructor in Philosophy, 2001.
Steven D. Williams; Ph.D., Carleton University, 2000; Assistant Professor of Sociology, 2002.
Susan Smith Wolfe; Ph.D., University of Oregon, 1982; Associate Professor of German, 1988.
Robert L. York; M.A., Southern Illinois University, 1991; Instructor in English, 1997.
Stephen C. Zehr; Ph.D., Indiana University, 1990; Chair of Sociology Department, Associate Professor of Sociology, 1994.

School of Nursing and Health Professions

Nadine A. Coudret; Ed.D., Indiana University, 1979; Dean of the School of Nursing and Health Professions, Professor of Nursing, 1988.
Susan G. Ahmad; M.S., Washington University, 1999; Program Director of Occupational Therapy Assisting, Assistant Professor of Occupational Therapy Assisting, 2001.
Karen J. Bawel; Ph.D., Indiana University, 2000; Assistant Professor of Nursing, 1999.

Jeri L. Burger; M.S., University of Minnesota, 1980; Instructor in Nursing, 2002.
Rohn J. Butterfield; M.B.A., University of Chicago, 1980; Instructor in Health Services, 1998.
Deborah L. Carl; M.Ed., Indiana State University, 1985; Program Director and Assistant Professor of Dental Hygiene, 1978.
Michelle Carson; M.S.N., Pace University, 1982, Instructor in Nursing, 2000.
Barbara A. Davis; Ph.D., Texas Women's University, 1988; Associate Professor of Nursing, 2001.
B. Renee Dugger; M.S., University of Evansville, 1987; Instructor in Nursing, 2002.
Mary F. Edwards; B.S., University of Southern Indiana, 1994; Instructor and Fieldwork Coordinator in Occupational Therapy, 1997.
Linda K. Evinger; M.S.N., University of Evansville, 1988; Instructor in Nursing, 1991.
Claudine E. Fairchild; B.S., University of Southern Indiana, 2001; Instructor in Radiologic and Imaging Science, 2001.
Cynthia S. Goodwin; M.S.N., University of Evansville, 1983; Instructor in Nursing, 1988.
Peggy A. Graul; M.S.N., University of Evansville, 1976; Coordinator of Continuing Education-Nursing/Health Profession Programs, 1996.
Judith A. Halstead; D.N.S., Indiana University, 1991; Director of Undergraduate Nursing, Associate Professor of Nursing, 1994.
Debra L. Harmon; M.S.N., University of Evansville, 1998; Instructor in Nursing, 1998.
Carol J. Hermes; M.A., University of Evansville, 1974; Program Director of Health Services and Instructor in Health Services, 1996.
Jennie P. Hiam; M.S.N., Indiana State University, 1970; Instructor in Nursing, 1996.
Richard W. Hobbs; Ph.D., University of Southern Indiana, 1999; Assistant Professor of Occupational Therapy, 1994.
Roberta E. Hoebeke; M.S., University of Wisconsin, 2002; Professor of Nursing, 2002.
W. Gale Hoehn; M.S.N., University of Evansville, 1998; Instructor in Nursing, 1999.
Robert W. Hooper; B.S., University of Southern Indiana, 1996; Program Director and Instructor in Respiratory Therapy, 1982.
Elizabeth G. Johnson; D.N.S., University of Alabama-Birmingham, 1991; Associate Professor of Nursing, 2001.
Janet R. Kilbane; M.Ed., Cleveland State University, 1977; Assistant Professor of Occupational Therapy, 1995.
Judi L. Kuric; M.S.N., Wayne State University, 1990; Instructor in Nursing, 1992.
Aimee J. Luebben; Ed.D., Southern Illinois University at Edwardsville, 1997; Program Director and Professor of Occupational Therapy, 1992.
Phyllis A. Maddox; M.Ed., Indiana State University, 1985; Assistant Professor of Dental Hygiene, 1978.
Ralph A. Matacale; D.D.S., University of Texas at Houston Health Science Center, 1986; Assistant Professor of Dental Programs, 1997.
Linda O. Matheson; M.B.A., University of Evansville, 1993; Program Director and Assistant Professor of Dental Assisting, 1989.
Julie L. McCullough; Ph.D., University of Tennessee, 1999; Assistant Professor of Nutrition, 1999.
Sheila K. Melander; D.S.N., University of Alabama, 1990; Professor of Nursing, 1989.
Eileen E. Morrison; Ed.D., Vanderbilt University, 1982; Associate Professor of Health Services/Administration, 2001.
Karen L. Parker; Ph.D., University of Cincinnati, 1998; Assistant Professor of Nursing, 1999.
Martin A. Reed; Ph.D., Southern Illinois University, 1983; Program Director, Associate Professor of Radiologic Technology, 1997.
Mayola Rowser; M.S.N., University of Southern Indiana, 1999; Grant Project Coordinator, Instructor in Nursing, 2001.
M. Sammie Rutherford; M.S.N., University of Southern Indiana, 2000; Instructor in Nursing, 2000.
Julie B. St. Clair; M.S.N., University of Evansville, 1986; Instructor in Nursing, 1990.
Gina L. Schaar; M.S., University of Evansville, 1988; Instructor in Nursing, 2002.
Anthony W. Schmitt; B.S., University of Southern Indiana, 1982; Instructor in Respiratory Therapy, 2000.
Martha B. Sparks; Ph.D., University of Texas, 1988; Associate Professor of Nursing, 1999.
Charlene H. Tripp; M.S., Pittsburg State University, 1993; Assistant Professor of Radiologic Technology, 1994.
Kevin J. Valadares; M.H.A., St. Louis University, 1995; Assistant Professor of Health Services/Administration, 2001.
Colleen R. Walsh; M.S.N., University of South Alabama, 1993; Instructor in Nursing, 1998.
Mary Ann Wehmer; M.S.N., University of Evansville, 1986; Instructor in Nursing, 1991.
Ann H. White; Ph.D., Georgia State University, 1998; Program Director of Graduate Nursing, Associate Professor of Nursing, 1990.
Mara Beth D. Womack; B.S., University of Southern Indiana, 1996; Instructor of Dental Assisting/Hygiene, 2001.

Pott School of Science and Engineering

Jerome R. Cain; Ph.D., University of Connecticut, 1975; Dean of the Pott School of Science and Engineering, Professor of Biology, 1995.

Kirat K. Baath; Ph.D., University of Massachusetts, 1998; Instructor of Biology, 2000.
James H. Bandoli; Ph.D., University of New Mexico, 1983; Associate Professor of Biology, 1982. (On Leave Spring 2003)
Jeanne K. Barnett; Ph.D., Duke University Medical Center, 1983; Professor of Biology, 1989.
Leann J. Beaven; M.A., Western Kentucky, 1997; Instructor in Mathematics, 1998.
Keith G. Benedict; M.S., University of Southern Indiana, 1999; Instructor in Engineering, 1990.
Shelly B. Blunt; Ph.D., University of Iowa, 1998; Assistant Professor of Chemistry, 1999.
Gina Byrd; B.S., University of Southern Indiana, 1998; Instructor in Biology, 2002.
Jeannie T.B. Collins; Ph.D., University of Southern Mississippi, 1998; Assistant Professor of Chemistry, 1999.
Leonard M. Cook; M.S., University of Pittsburgh, 1973; Associate Professor of Engineering, 1975.
Joseph A. DiPietro; Ph.D., Oregon State University, 1990; Associate Professor of Geology, 1991.
Paul K. Doss; Ph.D., Northern Illinois University, 1991; Chair of the Geology and Physics Department, Associate Professor of Geology, 1997.
James M. Durbin; Ph.D., Geosciences, University of Nebraska, 1999; Assistant Professor of Geology, 1998.

Gene Freudenberg; Ph.D., Washington University, 1992; Associate Professor of Mathematics, 1995.
Clifford T. Fulton; Ph.D., Kent State University, 2000; Assistant Professor of Biology, 2001.
Stephen J. Glueckert; M.S., Southern Illinois University at Carbondale, 1994; Instructor in Chemistry, 1998.
Scott A. Gordon; Ph.D., University of Tennessee, 1994; Associate Dean of Pott School of Science and Engineering, Associate Professor of Biology, Assistant Director of the Center for Teaching and Learning, 1994.
George Ann Griffin; M.Ed., University of Louisville, 1976; Instructor in Mathematics, 1988.
Margaret L. Gruenwald; M.L.S., University of Southern Indiana, 1995; Instructor in Mathematics, 1998.
Marie G. Hankins; Ph.D., University of Virginia, 1969; Chair of Chemistry Department, Professor of Chemistry, 1983-84; 1985.
Ward Harbin; M.S., University of Evansville, 1990; Instructor in Mathematics, 2002.
Amanda L. Heidrich; M.S., Western Kentucky University, 1999; Instructor in Mathematics, 2000.
Sangwoo Heo; Ph.D., University of Oregon, 1997; Assistant Professor of Mathematics, 1999.
Barbara S. Kalvelage; M.A., University of Evansville, 1967; Instructor in Biology, 1999.
Norman R. King; Ph.D., Indiana University, 1973; Professor of Geology, 1988.
David W. Kinsey; Ph.D., Indiana University, 1972; Associate Professor of Mathematics, 1972.
Mark D. Krahling; Ph.D., University of Wisconsin-Madison, 1992; Assistant Professor of Chemistry, 1994.
Paul A. Kuban; M.S.E.E., Purdue University, 1989; Associate Professor of Engineering, 1996.
Marjorie O. Labhart; M.A., University of Tennessee, 1964; Instructor in Mathematics, 1987.
C. Randall Leigh; M.S., Southern Illinois University, 1981; Instructor in Mathematics, 1990.
Joyce L. Lukens; M.S., Iowa State University, 1986; Instructor in Mathematics, 1996.
Henri R. Maurice; Ph.D., Rutgers University, 1989; Chair of Biology Department, Associate Professor of Biology, 2000.
Craig S. McCarron; M.Ed., Harvard University, 1991; Instructor in Mathematics, 1997.
Eric S. McCloud; Ph.D., University of Illinois, 1995; Associate Professor of Biology, 1997.
Brian D. Metscher; Ph.D., University of California, Irvine, 1996; Assistant Professor of Biology, 2001.
Evan L. Millam; Ph.D., University of Minnesota, 1999; Instructor in Chemistry, 1999.
Doris J. Mohr; M.A., Indiana University, 1992; Instructor in Mathematics, 1992.
F. Jack Naghdi; M.S., University of Illinois, 1964; Assistant Professor of Engineering, 1977.
Thomas J. Pickett; Ph.D., Clemson University, 1988; Associate Professor of Physics, 1991.
Julie C. Pilcher; Ph.D., Wright State University School of Medicine, 1986; Instructor in Biology, 1998.
Bettye R. Polivick; M.E.D., Western Kentucky University, 1978; Special Part-time Instructor in Mathematics, 1999.
David B. Ritterskamp; M.A., Indiana University, 1996; Instructor in Mathematics, 1996.
Kathy V. Rodgers; Ph.D., Southern Illinois University at Carbondale, 1995; Associate Chair of Mathematics Department, Associate Professor of Mathematics, 1990.
Abigail M. Rosendale; M.E., Stevens Institute of Technology, 1987; Instructor in Engineering/Chemistry, 1999.
Laura A. Ruhala; Ph.D., Pennsylvania State University, 1999; Assistant Professor of Engineering, 2002.
Richard J. Ruhala; Ph.D., Pennsylvania State University, 1999; Assistant Professor of Engineering, 2002.
Kent W. Scheller; Ph.D., University of Notre Dame, 1994; Assistant Professor of Physics, 1999.
David E. Schultz; Ph.D., Southern Illinois University, 2001; Assistant Professor of Engineering, Program Director of Master of Science in Industrial Management, 1998.
Ruben D. Schwieger; Ph.D., Purdue University, 1974; Associate Professor of Mathematics, 2002.
Marsha L. Segebarth; Ph.D., University of Kentucky, 2000; Instructor in Biology, 2002.
Jeffery W. Seyler; Ph.D., Purdue University, 1992; Associate Professor of Chemistry, 1993.
Marlene V. Shaw; Ph.D., University of Illinois, 1969; Professor of Biology, 1973.
Mary C. Simmons; M.S., University of Mexico, 1999; Instructor in Geology, 2002.
Kevin Smith; B.A., University of Southern Indiana, 1997; Instructor in Chemistry, 2002.
Pam C. Spelbring; B.S., Indiana State University, 1967; Instructor in Physics, 1999.
Eric P. Sprouls; M.S., University of Illinois, 1971; Associate Professor of Engineering, Chair of Engineering Department, 1977.
C. William Stegemoller; D.A., Idaho State University, 1973; Associate Professor of Mathematics, 1978.
Paula Stickles; M.S., Northern Illinois University, 1996; Instructor in Mathematics, 2002.
Judith L. Townsend; M.B.A., Ball State University, 1993; Instructor in Mathematics, 1998.
Judith A. Wells; M.S., Indiana State University, 1982; Instructor in Mathematics, 1987.
Brian E. West; M.S., Rose Hulman Institute, 1994; Assistant Professor of Engineering, 1999.
William G. Wilding; Ph.D., University of Missouri-Columbia, 1994; Chair of Mathematics Department, Associate Professor of Mathematics, 1994 (on leave 2002-2003).
Jerry L. Williams; M.S., Southern Illinois University at Edwardsville, 1986; Instructor in Mathematics, 1994.

Graduate Faculty

Michelle E. Alvarez	J. Casey Harison	Thomas J. Philleo
Cynthia C. Baker	Peggy F. Harrel	Iris Phillips
Charles T. Barber	Betty L. Hart	C. Thomas Pickering
Darrel E. Bigham	Robert J. Hartl	Donald E. Pitzer
Michelle E. Blake	Ramadan S. Hemaïda	Charles L. Price
Thomas D. Bordelon	Dal M. Herring	Martha B. Raske
Karen H. Bonnell	Jeannie P. Hiam	Paul B. Raymond
Robert E. Boostrom	Susanna Honess-Krupsaw	Robert L. Reid
Hilary A. Braysmith	Teresa Huerta	Jong C. Rhim
Soku Byoun	Eva K. Jermakowicz	Nancy L. Rhoden
Jerome R. Cain	Elizabeth G. Johnson	Thomas M. Rivers
Robert A. Carroll	Mohammed F. Khayum	Leslie Roberts
Kevin G. Celuch	David W. Kinsey	Kathy V. Rodgers
Marlaine K. Chase	Mehmet C. Kocakulah	Carl L. Saxby
Sang T. Choe	Timothy R. Koski	Timothy J. Schibik
Nadine A. Coudret	Mark A. Krahling	David E. Schultz
David C. Cousert	Raymond Leung	Jeffery W. Seyler
Sherry B. Darrell	Brent J. Long	Marlene V. Shaw
Barbara Davis	Aimee J. Luebben	Martha B. Sparks
James H. Divine	Raymond W. Leung	Eric P. Sprouls
Michael D. Dixon	Gary E. May	Pamela A. Taylor
Craig R. Ehlen	Brian L. McGuire	Jeff A. Thomas
Kathy M. Elpers	Henri R. Maurice	Ruth S. Tompkins
Walter K. Everett	Sheila K. Melander	Kevin J. Valadares
Abbas Foroughi	Jane E. Meyer	Gregory P. Valentine
Paul C. Frazer	Eileen E. Morrison	Daniel E. Wade
Augustine J. Fredrich	Richard R. Mussard	Ann H. White
Howard R. Gabennesch	Karen A. Northcraft	William G. Wilding
Susan H. Gooden	Isabel B. O'Connor	Thomas A. Wilhelmus
Scott A. Gordon	Oscar Ozete	Jennifer J. Williams
Ernest H. Hall Jr.	Joseph J. Palladino	Stephen C. Zehr
Judith A. Halstead	Dane M. Partridge	
Joyce A. Hamon	Joy V. Peluchette	
Marie G. Hankins	Charles F. Petranek	

EMERITUS FACULTY AND STAFF

The following members of the faculty and administration retired from active service after many years of loyal and distinguished service to the institution:

George S. Abshier; Ph.D., Purdue University, 1948; Professor Emeritus of Business, 1975-1986.
Larry W. Arp; Ed.D., Utah State University, 1974; Professor Emeritus of Business Education, 1972-2000.
John M. Barnes; M.S., University of Michigan, 1953; Assistant Professor Emeritus of Geology and Geography, 1970-1990.
Donald D. Bennett; Ed.D., Indiana University, 1966; Vice President Emeritus for Student Affairs and Professor Emeritus of Education, 1968-1996.
Paul E. Bennett**; M.S.E.E., Pennsylvania State University, 1974; Professor Emeritus of Electrical Engineering, 1976-1992.
James R. Blevins; Ph.D., George Peabody College, 1970; Dean Emeritus of the School of Liberal Arts; Professor Emeritus of English, 1966-2000.
Charles W. Board**; Supervisor of Safety and Security Emeritus, 1969-1986.
Thomas R. Boyd; Bookstore Merchandise Manager Emeritus, 1969-1989.
Seymour Brodsky; M.A., Northwestern University, 1950; Assistant Professor Emeritus of Communications, 1968-1989.
James P. Brown; M.S., Indiana University, 1968; Instructor in Physical Education, Golf Coach, 1970-2000.
Aldo F. Cardarelli**; Ph.D., Syracuse University, 1971; Professor Emeritus of Education, 1974-1995.
Patrick J.V. Corcoran**; M.D., Northwestern University, 1938; Director Emeritus of Evansville Center, I.U. School of Medicine, 1972-1982.
William E. Couch**; M.S., Indiana University, 1946; Dean Emeritus for Counseling, 1971-1973.
J. Eliseo DaRosa; Ph.D., University of Kentucky, 1967; Professor Emeritus of Economics, 1968-1989.
J. Maxwell Davis**; M.S., Duke University, 1943; Professor of Life Science and Teacher Certification Director Emeritus, 1968-1979.
David S. Deering; B.A., Wabash College, 1955; Bookstore Manager Emeritus, 1970-1994.
Melvin W. Denner; Ph.D., Iowa State University, 1968; Professor Emeritus of Biology, 1968-1995.
Lomberto Diaz**; Ph.D., Florida State University, 1969; Professor Emeritus of Spanish, 1969-1980.

Howard E. Dunn; Ph.D., University of Illinois, 1965; Professor Emeritus of Chemistry, 1969-1999.
Rolla M. Dyer; Ph.D., University of Louisville, 1963; Professor Emeritus of Chemistry, 1967-1993.
George R. Eadie**; M.S.E.M., University of Illinois, 1957; Professor Emeritus of Mining Engineering, 1976-1989.
Emmet D. Edwards Jr.; D.B.A., Mississippi State University, 1979; Professor Emeritus of Management, 1976-1993.
Josephine M. Elliott**; A.M., University of Chicago, 1935; Archivist Emerita, 1972-1978.
Philip C. Fisher; Ph.D. Stanford University, 1979; Dean Emeritus of School of Business; Professor Emeritus of Management, 1991-2003.
Augustine J. Fredrich; M.S.C.E., California State University-Sacramento, 1972; Associate Dean Emeritus of the Pott School of Science and Engineering, Professor Emeritus of Civil Engineering, 1979-2003.
Janet V. Freeman; Ed.D., Indiana University, 1969; Professor Emerita of Education, 1970-1992.
Dona F. Frost; Ed.D., University of North Dakota, 1967; Professor Emerita of Business, 1970-1987.
Yen-Tzu Fu, Ph.D., Vanderbilt University, 1975; Professor Emeritus of Mathematics, 1967-1995.
Larry D. Goss; M.S., Purdue University, 1966; Professor Emeritus of Engineering, 1975-2001.
J. Jeff Hays; B.S., University of Evansville, 1955; Director Emeritus of Purchasing, 1977-1992.
Sandra Hermann; Director Emerita of University Division, 1985-2003.
Wanda B. Hibbitts; Ph.D., Southern Illinois University, 1984; Professor Emerita of Business, 1970-1987.
Walter A. Hopkins; Ph.D., Iowa State University, 1971; Professor Emeritus of Sociology, 1971-1998.
Ann L. Humphrey**; M.A., University of Evansville, 1966; Director of Publications Emerita, 1977-1988.
Gordon E. Kelley; D.D.S., M.S.D., Indiana University, 1967; Professor Emeritus of Health Professions, 1971-1996.
Glenn L. Kinzie; Ed.D., University of Nebraska, 1965; Professor Emeritus of Education, 1970-1995.
John W. Klingelhofer**; M.S., George Washington University, 1970; Director Emeritus of Physical Plant, 1975-1990.
Charles M. Lonnberg**; M.A.L.S., Indiana University, 1964; Catalog Librarian and Professor Emeritus of Library Science, 1969-1988.
Jack L. Marr; Ph.D., Iowa State University, 1971; Associate Professor Emeritus of Biology, 1971-2001.
Barbara J. Marting; D.B.A., Arizona State University, 1969; Professor Emerita of Management, 1968-1994.
Edward D. Marting; D.B.A., Arizona State University, 1974; Professor Emeritus of Accounting, 1968-1993.
G. Keith Matheson; Ph.D., University of Washington, 1968; Professor Emeritus of Anatomy and Cell Biology, 1974-1999.
Eula C. Megli; M.S., Pennsylvania State University, 1962; Instructor Emerita of Chemistry, 1988-1998.
Benjamin P. Miller**; Ph.D., Texas A & M University, 1962; Professor Emeritus of Physics, 1967-1992.
Daniel A. Miller; Ph.D., University of Michigan, 1964; Professor Emeritus of History, 1966-1988.
Sharon Morrow; M.A., Purdue University, 1972; Instructor Emerita of English, 1988-2003.
John C. Munger; B.S., University of Illinois, 1947; Personnel Director Emeritus, 1973-1979.
Raymond L. Newnum; M.D., Indiana University, 1951; Director Emeritus of Evansville Center, I.U. School of Medicine, and Professor Emeritus of Medicine, 1980-1992.
Mary S. Patterson; Personnel Manager Emerita, 1969-1973.
M. Victoria Pohl; O.S.B.; Ph.D., University of Iowa, 1970; Professor Emerita of Mathematics, 1970-1995.
David L. Rice; Ph.D., Purdue University, 1958; President Emeritus and Professor Emeritus of Education, 1967-1995.
Elmer Sander**; M.A., Indiana University, 1934; Director Emeritus of Financial Aid, 1969-1973.
James A. Sanders; Director Emeritus of Corporate and Foundation Relations, 1985-2000.
Helen R. Sands; Ph.D., Southern Illinois University, 1969; Professor Emerita of Communications, 1969-2000.
Daniel C. Scavone; Ph.D., Loyola University, 1969; Professor Emeritus of History, 1970-1999.
Richard Schmidt; M.A., Ball State University, 1972; Vice President Emeritus for Business Affairs and Treasurer Emeritus 1972-2002.
Carl D. Sclarencio; M.A., University of Louisville, 1951; Assistant Professor Emeritus of English, 1968-1988.
Kenneth B. Settle; Ed.D., University of Cincinnati, 1961; Professor Emeritus of Business, 1972-1989.
Robert M. Small Jr.; Ed.D., Ball State University, 1969; Associate Professor Emeritus of Education, 1969-1994.
Frank L. Stanonis; Ph.D., Pennsylvania State University, 1958; Professor Emeritus of Geology and Geography, 1969-1995.
Harlan C. Van Over; Ph.D., St. Louis University, 1974; Professor Emeritus of Business, 1973-1975; 1977-1988.
Kenneth G. Vance; M.A., University of Kentucky, 1968; Assistant Professor Emeritus of Communications, 1970-1989.
Byron C. Wright; M.A., Ball State University, 1956; Vice President Emeritus for Business Affairs and Treasurer Emeritus, 1967-1995

**deceased

STUDENT RIGHTS AND RESPONSIBILITIES

1.00 INTRODUCTION

1.01 AUTHORITY

The Board of Trustees of University of Southern Indiana is empowered by the Legislature of the State of Indiana to operate the institution and to formulate such policies and regulations as are necessary to maintain that operation. Specific references to guidelines given by the General Assembly include: Chapter 273 of the Acts of 1969:

- A. It is the purpose of this act to recognize and define certain powers, duties and responsibilities of the boards of trustees of the several universities of the State of Indiana, which are supported by appropriations made by the General Assembly. The powers, duties and responsibilities referred to by this act are not intended to include all powers, duties and responsibilities of the several boards and nothing contained in this act shall be deemed to diminish or abrogate any other of the powers, duties or responsibilities of the respective boards specifically conferred by statute or properly implied thereby.
 - B. The Trustees of the University of Southern Indiana shall have the power and duty:
 1. to govern the disposition and method and purpose of use of the property owned, used, or occupied by the institution, including the governance of travel over and the assembly upon such property;
 2. to govern, by specific regulation and other lawful means, the conduct of students, faculty, employees, and others while upon the property owned by or used or occupied by the institution;
 3. to govern, by lawful means, the conduct of its students, faculty, and employees, wherever such conducts might occur, to the end of preventing unlawful or objectionable acts which seriously threaten the ability of the institution to maintain its facilities for the performance of its educational activities or which are in violation of the reasonable rules and standards of the institution designed to protect the academic community from unlawful conduct or conduct which presents a serious threat to person or property of the academic community;
 4. to dismiss, suspend or otherwise discipline any student, faculty member or employee of the institution who violates the institution's rules or standards of conduct, after determination of guilt by lawful proceedings;
 5. to prescribe the fees, tuition and charges necessary or convenient to the furthering of the purposes of the institution and to collect the same;
 6. to prescribe the conditions and standards of admission of students upon such bases as are in the best interests of the State and the institution;
 7. to prescribe the curricula and courses of study offered by the institution and to define the standards of proficiency and satisfaction within such curricula and courses;
 8. to award financial aid to students and groups of students out of the available resources of the institution through scholarships, fellowships, loans, remissions of fees, tuitions or charges, or otherwise, on the basis of financial need, excellence of academic achievement or potential achievement, or such other basis as the governing board may find to be reasonable related to the educational purposes and objectives of the institution and in the best interest of the institution and the state. All awards of financial aid made or offered in good faith by the state universities to students of their respective institutions prior to the effective date of this act are hereby legalized. (Amended by PL 327, March 30, 1971);
 9. to cooperate with other institutions to the end of better assuring the availability and utilization of its total resources and opportunities to provide excellent educational opportunity for all persons.
 - C. Conduct which constitutes a violation of the rules of the institution may be punished, after determination of guilt by lawful procedures, without regard to whether such conduct also constitutes an offense under criminal laws of any state or of the United States or whether it might result in civil liability of the violator to other persons.
 - D. The individual governing boards are responsible to fulfill the powers and duties conferred upon each by law. Each such board is authorized to employ such officers, faculty, employees, consultants, and counsel as it may deem necessary or convenient to aid in the formulation and implementation of its policies and to execute its will within its particular institution. To such end, each board may delegate to such persons and to others such authority as it may possess, provided that no manner of delegation shall be irrevocable. Each board may provide 1) for the defense of such persons and of members of the governing board in any suit arising out of the performance of his duties for, or employment with, its respective institution, provided the governing board by resolution determines that such action was taken in good faith; and 2) for saving any such person or member harmless from any liability, cost, or damage in connection therewith, including, but not limited to, the payment of any legal fees, except where such liability, cost, or damage is predicated on, or arises out of, the bad faith of such person or member, or is based on his malfeasance in office of employment. (Amended by PL 328, 1971.)
 - E. Nothing in this act shall be deemed to discourage or disparage the status of students, faculty, and other persons or the valid concerns of the public in matters of policy and of management of the universities of the State.
- The Board of Trustees acting within its legal authority has established the policies and regulations of SECTION II, SECTION III, and SECTION IV concerning the conduct of students and the procedures for handling violations of these policies and regulations.

1.02 APPLICATION

Each person who becomes a student at the University of Southern Indiana has accepted conditions which are attached to his/her student status. This relationship between the student and the University is guided by some fundamental concepts:

- A. Having been accepted for admission to the University, the student accepts the responsibility for utilizing the resources of the University in a positive and constructive manner for the purpose of achieving educational goals and without interfering with the rights of other students as they pursue their educational goals.
- B. The University is enhanced by the contributions made by its students and graduates. Students have the opportunity as well as the responsibility to make positive contributions to the University through their daily interactions in the classroom and in campus life. In turn, the University provides opportunities for students to participate actively as members of the University community.
- C. In any kind of human relationship, differences may exist. Members of a university community are committed to the use of intelligent, reasoned discussion as a means of resolving differences and problems. By the time each student is graduated from this University, the taxpayers will have invested several thousand dollars in the student's education at this institution. The return expected by the taxpayers is not only technical knowledge, but also good citizenship and voluntary action in community service. If students are to realize these expectations upon graduation, they will offer to serve on committees, hold elected offices, and volunteer to help in many valuable ways to make the University and the community better places in which to live and work.
- D. The procedures, policies, and regulations described in SECTIONS II, III, and IV will apply to all students of the University of Southern Indiana and will be considered a part of the terms and conditions of admission and enrollment of all students. The violation of any policy or regulations listed in SECTION II and SECTION III may subject a student to disciplinary action up to and including suspension and/or expulsion from the University. The regulations and policies will be enforced by the president of the University or his designates.
- E. The procedures, policies, and regulations contained herein supersede all prior University procedures, policies, and regulations regarding student conduct and disciplinary proceedings developed by the Student Life area of University of Southern Indiana and are in effect as of May 11, 1979, and shall remain in effect, as from time to time amended, until rescinded or modified by the Board of Trustees.

1.03 DEFINITIONS

- A. Disciplinary action includes a range of sanctions up to and including suspension and expulsion.
- B. Suspension means termination of student status for a period of time. No academic credit can be earned or accepted on a transfer basis while a student is under suspension.
- C. Expulsion means permanent termination of student status.
- D. Disruption. Situations will be judged to be disruptive whenever any person or persons by physical, auditory, or other means, prevent, impede, hinder, hamper, or otherwise interfere with the ongoing operation of the University or University- authorized activities.

- E. Reside is the act or fact of living or regularly staying at or in some place.
- F. University activity includes any teaching, research, administrative, or disciplinary function, proceedings, ceremony, event, service, or activity conducted by students, faculty, staff, or administrators that is being held by authority of the University.
- G. University property means property owned, controlled, used, or occupied by the University, including property physically removed from the main campus, such as USI Theatre and/or leased property.
- H. University officials are those persons who have been given responsibility and authority by the appropriate agency or person and who are acting in the performance of their duties.

2.0 MISCONDUCT

The following regulations are necessary for the orderly operation of the University. Students or student organizations proven guilty of a violation of these procedures, policies, and regulations will have disciplinary action taken against them.

Any of the following activities, or the aiding, abetting, inciting, encouraging or by one's presence supporting of any of the following activities, constitutes misconduct for which a student may be subject to disciplinary action up to and including suspension and/or expulsion from the University in addition to any civil action which may occur. Student organizations may be subject to disciplinary action up to and including revocation of registration.

2.01 DISTURBING THE PEACE ON UNIVERSITY PROPERTY OR THE OBSTRUCTION OR DISRUPTION OF ANY UNIVERSITY ACTIVITY BY ANY MEANS INCLUDING ANY PHYSICAL OR AUDITORY METHODS

2.02 UNAUTHORIZED USE, ENTRY, OR OCCUPANCY AT ANY UNIVERSITY ACTIVITY OR ANY UNIVERSITY FACILITY, STRUCTURE, EQUIPMENT, OR PROPERTY. POLICIES REGARDING THE USE OF UNIVERSITY BUILDINGS AND FACILITIES BY UNIVERSITY ORGANIZATIONS AND GROUPS

Every faculty group and every officially-registered student organization has the right to the use of University facilities on a space-available basis for the purpose of holding meetings or conducting activities consistent with the objectives of that organization and the mission of the University. Use of any facility is determined by the president or University officials designated by him according to the following priorities.

- A. General Buildings and Grounds Space
 - 1. Every person with legitimate business at the University has the privilege of free access to the public areas of the buildings and grounds during those hours when they are open, with place, time, and duration to be determined by the president or a University official designated by the president. These areas are defined to include sidewalks, the UC Mall, Reflection Lake, entrances to buildings, corridors in classroom and office buildings, Rice Library, parking lots, and common areas in the University Center.
 - 2. The president or a University official designated by the president may deny this privilege of free access to an individual or group which disrupts the normal operation of the University.

B. University Center and Conference Center Reservation and Facility Use Guidelines

1. The University Center has been designed to support the programs, events, meetings, and conferences of the students, faculty, staff, alumni, and guests of the University of Southern Indiana. All members of the University community have an equal opportunity to make use of the facilities. However, because the central purpose of the University is to serve the needs of its students, primary consideration is given to the provision of space designed to promote maximum usage of the space by the students.
2. The University recognizes its obligation as a public institution to provide services and facilities to community, regional, and other off-campus groups or individuals. Outside groups or individuals are welcome to reserve space at those times when members of the University community have not previously booked particular space.
3. The University has established policies and procedures for maximum benefit and utilization of its resources and facilities and services. Scheduling Services reserves space for University groups before reserving space for non-University groups. However, University groups will need to submit requests for space based on the following deadlines:
 - a. April 1 to confirm space for the following fall semester, after which requests from non-University groups are honored on a first-come, first-served basis. If deadline date falls on Saturday or Sunday, the deadline will be extended to be the following Monday at 4:30 p.m.
 - b. November 1 to confirm space for the following Spring and Summer session, after which requests from non-University groups are honored on a first-come, first-served basis. If deadline date falls on Saturday or Sunday, the deadline will be extended to be the following Monday at 4:30 p.m.
4. Student organization group presidents and advisors receive reminder letters in October and April instructing them to submit requests for weekly meetings and events for the following semester.
5. Scheduling Services Student Scheduler assigns events to the most appropriate space available. Requests for specific rooms or space will be honored whenever possible and in compliance with that particular space priority usage and policies. Scheduling Services reserves the right to re-assign space when necessary. Every effort will be made to notify requesting groups of unexpected room changes prior to their scheduled event.
6. Any student organization may request space up to one year in advance. The space will be confirmed at the time of the request unless it is space that Scheduling Services does not have priority over (such as classroom space, conference center). Requests for space made more than one year in advance will not be honored.
7. Scheduling Services will hold space reservations on a tentative basis for up to two weeks. After that time, unless the student organization's contact person has confirmed the event, the space will be released, without exception. It is not the responsibility of Scheduling Services to notify the student chair that the tentative reservation has been deleted.

8. If an organization discovers that it will not require a room or area that has been scheduled, the Student Scheduler must be notified as soon as possible so that the space can be re-entered into available inventory. Failure to cancel a reservation can result in fines or loss of reservation privileges.
 - a. First No Show: \$25 fine and a written warning to the organization. The fine must be paid before Carter Hall or the Conference Center may be used again.
 - b. Second No Show: \$50 fine and a written warning to organization, Student Development, and organization advisor. The fine must be paid before Carter Hall or the Conference Center may be used again.
 - c. Third No Show: \$75 fine and organization's privileges to use either Carter Hall or the Conference Center will be revoked for the equivalent of one semester (four months). The four months will not include summer months. For instance, if the third violation occurs in late April, privileges will remain revoked until November. The Student Scheduler will cancel all space previously reserved for the organization in either room during the course of the four-month penalty.
9. The Student Scheduler must be informed of the cancellation at least 24 hours prior to the scheduled meeting. Weekend cancellations may be recorded by leaving a message at 812/465-7037.
10. Use of space for purposes other than those for which it has been designated is not permitted. Space will not be reserved or rented to any individual, group, or organization that is in competition with University programs.
11. Users who misrepresent an event or affiliation in order to avoid fees, charges, or compliance with the general policies of the University may have reservation privileges suspended and incur additional charges.
12. Violations may be reason to initiate disciplinary proceedings as described in Sections 4.0-4.07 and subject a student or organization to disciplinary action up to and including expulsion.

C. Responsibilities of the Student Chairpersons, Sponsors, and Student Organizations

1. It is important to calendar and reserve event space well in advance to allow sufficient time to plan a well-organized, effective event. It is advisable to reserve rooms or areas as early as possible prior to the event.
2. It is the responsibility of the officers, members, and advisor(s) of an organization to establish specific event timelines for the event before the reservation is completed. The timeline is to be based upon the educational mission of the University, the type, and the location of the activity.
3. The student who is to act as chairperson of the event will be the contact person for the organization. Only students listed on the Registration Renewal or Update forms may make room reservations or space requests.
4. It is the responsibility of the student chairperson to complete and submit the Event Request Form in a timely manner to the Student Scheduler. In addition, a copy of any contracts the organization signs from outside service vendors or entertainers pertaining to the event must be submitted to the Student Scheduler for review.

5. The student organization will be responsible for all relevant charges for security, special set-up arrangements, equipment, and any additional staffing that might be required by the size or nature of the function.
6. Groups will be held responsible for the behavior of their organizations. In addition, groups will be held financially responsible for repair, replacement, or cleaning resulting from damages to the facilities, equipment, or for inadequate clean-up.
7. The student chairperson of the event will be responsible for contacting the Student Scheduler to confirm all reservations and requests if he/she does not receive a written confirmation within 10 days of the original request.
8. The student chairperson will be responsible for canceling the event reservation with the Student Scheduler, if necessary.
9. Publicity by the sponsoring organization may be released only upon the completion of the scheduling form and after approval by the Student Scheduler or Scheduling Services Office.

D. Making Reservations

1. All student organization room reservations and space requests must be made through the services of the Student Scheduler. Space may be scheduled by completing the Event Request Form either in person in UC 213 or online at www.usi.edu/schedule/form.asp. You may call the Student Scheduler at 812/465-7037 to tentatively schedule meeting/event space.
2. The Event Reservation Form should include all information pertinent to the meeting or event:
 - a. name of the student organization;
 - b. name and contact information for person scheduling the space;
 - c. student organization account number, if required;
 - d. date and time of meeting or event;
 - e. desired location of meeting or event;
 - f. anticipated number of attendees;
 - g. entertainment and promotion plans;
 - h. special needs (food or audiovisual).
3. After the room or space has been reserved and confirmation has been received, it is the responsibility of the student chairperson to verify that the information contained on the confirmation sheet is correct.

E. Responsibilities of the Student Scheduler

1. It is the responsibility of the Student Scheduler to review the Event Reservation Form and all contracts with the student chairperson, offering advice regarding fees, special requirements, or possible challenges pertaining to the event or venue.
2. The Student Scheduler will coordinate all appropriate services and confirm the reservation with the student chairperson.
3. The Student Scheduler will forward copies of the event Reservation Form to the Office of Student Development, the student chairperson, and to the offices of Safety and Security and Residence Life, if necessary.

F. Student Organization Use Priorities and Reservations

1. Conference rooms UC 214 and UC 215 will be reserved primarily for student use.
2. Space reserved on a continuing basis as identified by the University Center Coordinating Committee will include the following:
 - a. events designed primarily for the benefit of the entire student community;
 - b. Student Government Association, Activities Programming Board, and other governing student organizations as defined by the Office of Student Development;
 - c. annual events made within 24 hours of completion of the event.
3. The Master Calendar provides University departments and organizations with an opportunity to plan events up to three years in advance. For an event, seminar, or meeting to be considered eligible for the Master Calendar, it must have established a three-year consecutive history. In addition, the organization must be able to project the dates for the event for the next three years and must have a sense of the space needed to accommodate the event. Please note: If an event is cancelled at least one time during the three-year period of the Master Calendar, it will no longer be eligible for the next Master Calendar.
4. Room reservations for registered student clubs and organizations on a semester basis must be made through the Student Scheduler by April 1 and November 1 of the prior semester.
5. Use of classroom space can be confirmed three weeks into the fall and spring semesters and one week for summer sessions after classrooms have been assigned for academic purposes, with few exceptions. Prior to the three-week period, student organizations wishing to schedule a meeting or event in a classroom have two options:
 - a. Schedule the meeting in a classroom that does not have a credit class assigned to it, risking that a class might be reassigned to that space within the three-week period (or one week for summer sessions) at the beginning of the semester. It will be the responsibility of the student chairperson to check back with Scheduling Services prior to the event to confirm the reservation.
 - b. Schedule the event in a venue that is not classified as academic classroom space

G. Conflicts and Exceptions

1. The University reserves the right to refuse the use of University facilities at any given time. In these instances, the reason for such refusal will be explained to those involved.
2. Exceptions to these procedures should be directed to the Student Scheduler and Scheduling Services. When necessary, the University Center Coordinating Committee will review requests for exceptions as part of its regular agenda.
3. If there appears to be a conflict with reservations, the Student Scheduler will contact the organization immediately to resolve the matter.

H. Cancelled Space

The Student Scheduler has the right to cancel space for the following reasons:

1. the student organization has not filed Intent to Organize forms in the Office of Student Development;
2. the Accounting Department, due to unpaid services, has frozen the student organization's account;
3. the student organization is in violation of the No Show policy;
4. the student organization has misrepresented an event to avoid charges or compliance with University policy.
5. Cancellations may occur at the request of the Director of Security, President, or Vice Presidents of the University.

If it is necessary for the Student Scheduler to cancel an event, every attempt will be made to immediately notify the student chairperson so that the student organization may seek resolution to the matter and possibly reschedule the event.

I. Fees and Charges

1. Student groups are not charged room rental or setup fees unless the setup involves labor charges for certain University services, such as setting up tables outside the University Center; there is no charge for setting up to eight tables under the bridge. Consult with the Student Scheduler for further details and current charges.
2. As previously mentioned, charges may be incurred if the organization does not cancel reservation space and fails to appear during the scheduled time. (See No Show Policy outlined in Section 2.02B.8)

J. Safety and Security

1. Student organizations may request USI Safety and Security officers or Vanderburgh County sheriffs for events (at the expense of the organization) through the Student Scheduler.
2. At times, when the Office of Safety and Security will require Security's presence for an event, a cost to the scheduling organization may be incurred.
3. Events (such as dances, entertainment, special programs, etc.) will be reviewed by the Director of Safety and Security and sponsoring organizations may be financially responsible for additional security officers, if required.

K. Food Service

1. USI student, faculty, or staff groups of 50 or fewer may bring snack-type foods, including pizza, drinks, chips, pretzels, candy, cake, cookies, and brown bag lunches into meeting rooms of the University Center. The following additional guidelines apply:
 - a. Snacks must be ready-to-eat and brought in at the time of the meeting. University Center food preparation equipment and storage areas are not available for use.
 - b. Groups must clean tables and dispose of trash in provided waste containers, leaving rooms as they found them by the

scheduled meeting end time. (Spray cleaner and towels will be available in storage cabinets in meeting rooms at no charge.)

- c. If the meeting room is not left in order, a cleaning service fee based on the cost of required labor and materials will be issued to the group.
 - d. University Food Services will continue to be the exclusive provider of all served meals. Groups may not provide their own served meals.
 - e. Outside catering services may not serve any food – snacks or meals – in the University Center.
 - f. Groups not affiliated with USI will continue to work with Food Services for all their food needs.
 - g. USI's Food Services is available to serve all catering needs from refreshments to full-service meals. Food Services can be reached at 812/465-1652.
2. With exception to snack foods provided by groups under 50 for their meetings, Food Services (Sodexo) has an exclusive contract for all food, including beverages and meals, served in the University Center. Arrangements for catering service within the University are to be made after the room reservation has been confirmed. There are food delivery charges outside the University Center. A catering guide noting a few of the foods available with current pricing may be reviewed on the Food Services Web page at www.usi.edu/food. The Food Services catering office is located in UC 213; telephone 812/465-1652.
 3. Contact the Food Services catering manager at least ten days prior to the event to allow the necessary time for planning and preparation. Food costs are determined by Food Services. If it is necessary to cancel a food order, you must cancel 72 business hours before your meeting or you will be responsible for the full charges for the food ordered.

L. University Calendar

The Office of News and Information Services maintains a University calendar to provide an overview of University activities and aid the University community in planning events. With an awareness of scheduled activities on campus, the student organizations may select event dates that will attract the optimum number of attendees. To place your event on the University calendar, call the Office of News and Information Services at 812/465-7005.

M. Equipment List

1. Arrangements for audiovisual equipment or special equipment required for an event must be made through the Student Scheduler at the time the room reservation is made.
2. The following equipment is available for use in the University Center:
 - a. easels;
 - b. dry erase marker boards;
 - c. floor podium;
 - d. table podium;
 - e. podium with sound (microphone, amplifier, light);
 - f. microphones;
 - g. microphone table stands;
 - h. slide projector with remote control;
 - i. overhead projectors;
 - j. VCRs and monitors;
 - k. audio cassette players;

- l. 16 mm. film and video projection;
- m. LCD projector;
- n. hardwood dance floor 24 x 24 (a dance floor is required if there is to be dancing);
- o. staging;
- p. spotlights (plus operator);
- q. sound system.

- 3. There may be usage fees associated with some equipment. Contact the Student Scheduler for current fee schedules.

N. Smoking

The University does not permit smoking within any University buildings and expects the cooperation and commitment of all students, faculty, staff, and visitors in maintaining a smoke-free environment.

O. Alcohol

Alcohol is not permitted at student organization events.

P. Decorations

Decorations, displays, or exhibits that require flame or water cannot be used in University buildings. Hurricane or votive candles may be used on tables. Open flame candles are prohibited. The Office of Special Events (Conference Services) has a supply of hurricane lamps, votive candles, and centerpiece mirrors for rent. Please contact the Student Scheduler for more information.

Masking tape may be used to hang decorations. The use of cellophane tape, glue, staples, thumbtacks, or adhesive is not permitted on the walls, ceilings, doorframes, doors, columns, or staging for attaching any material. Angel hair, glitter, confetti, and straw also are prohibited.

2.03 MISUSE OF SAFETY EQUIPMENT OR ENGAGING IN ACTIVITIES DANGEROUS TO SELF OR OTHERS

which include, but are not limited to, dropping objects from high places; tampering with fire equipment, exit lights, guard rails, elevators or fire alarms; refusal to obey a fire alarm; initiating a false fire alarm; or submitting a bomb threat.

2.04 UNAUTHORIZED USE, POSSESSION, DAMAGE, DESTRUCTION, OR THEFT OF PUBLIC PROPERTY OR PERSONAL PROPERTY OTHER THAN ONE'S OWN.

Students must assume responsibility for their personal possessions while on University property or at University activities. It is the obligation of each student, as a citizen of the University community, to assist in the protection of the property of the State of Indiana. Payment for any property loss or damages which may occur will be obtained whenever blame can be assigned.

2.05 FAILURE TO COMPLY WITH VERBAL AND/OR WRITTEN INSTRUCTIONS OF UNIVERSITY OFFICIALS ACTING IN THE PERFORMANCE OF THEIR DUTIES AND MADE WITHIN THE SCOPE OF THEIR AUTHORITY.

University of Southern Indiana faculty and staff members have been assigned specific responsibilities by the Board of Trustees. In fulfilling these responsibilities, faculty and staff members have the authority which is commensurate with their position in the University and nec-

essary to accomplish the task at hand. Therefore, students should honor the official request of any staff or faculty member. In the performance of his/her duties, each staff or faculty member represents the institution and the attack or threat of attack upon an official is a threat against the University itself. Such action cannot be tolerated. The above is also applicable to student employees when acting in the performance of their duties and within the scope of their authority. Grievances against a staff or faculty member may be filed with the department head responsible for that area of the University.

2.06 THE ILLEGAL MANUFACTURE, POSSESSION, USE AND/OR DISTRIBUTION OF DRUGS AND ALCOHOL BY STUDENTS, EMPLOYEES, AND VISITORS ON UNIVERSITY-OWNED OR -LEASED PROPERTY OR AS A PART OF ANY "UNIVERSITY ACTIVITIES," AS THAT TERM IS DEFINED BY THE UNIVERSITY.

The University expects the cooperation and commitment of all students and employees in maintaining an environment free of illicit drugs and illegal use of alcohol. Students and other campus constituents are deemed to be adults responsible for their own behavior and are expected to obey the law and University rules regarding drugs and alcohol. (See also 2.07.)

State of Indiana Legal Sanctions for Drug/Alcohol Use

2.07 UNAUTHORIZED POSSESSION OR USE OF DRUGS/ALCOHOL, AS DEFINED HERE.

- A. The following actions are prohibited by the University of Southern Indiana:

- 1. consumption or possession of alcoholic beverages on University property, or in the course of a University activity or student organization activity without University approval or contrary to law;
- 2. consumption or possession of alcoholic beverages in any undergraduate residence supervised by the University, except as approved by the University;
- 3. consumption or conspicuous possession of alcoholic beverages in or on any property of the University frequented by the public, except in areas specifically designated by the University.

- B. The possession or consumption of alcoholic beverages is not forbidden in the following areas of the University unless otherwise prohibited by law:

- 1. in designated graduate housing and buildings designated as restricted to students who are 21 years of age or older, including residence rooms and certain common areas approved for such purpose by the dean of students. The dean of students may enact rules to regulate such use or possession;
- 2. in designated undergraduate residences supervised by the University when temporary permission is granted by the dean of students for events at which persons 21 years of age or older may lawfully possess and use alcoholic beverages. The dean of students may enact rules to regulate such use or possession;

3. in designated family housing, including residence rooms, and certain common areas approved for such purpose by the dean of students. The dean of students may enact rules to regulate such use or possession;
 4. in the University Center, including guest rooms and certain other areas specifically approved for such purpose by the president;
 5. in other areas, such as private offices, reception areas, faculty lounges, conference areas, and Varsity Club room, not readily accessible to the public and specifically approved for such purpose by the president.
- C. Student organizations that serve or permit possession of alcoholic beverages at student organization functions, on or off campus, will be disciplined if violations of alcoholic beverage laws or of University-enforced regulations occur at such functions. Individual students who plan, sponsor, or direct such functions also may be subject to discipline.

Title 7.1, Article 5 of the Indiana code provides the applicable legal sanctions under local and state law for illegal possession and use of alcoholic beverages. Some examples of these sanctions are provided for information purposes:

- A. **Public Intoxication**
It is a Class B misdemeanor for a person to be in a public place or a place of public resort in a state of intoxication caused by the person's use of alcohol or a controlled substance (as defined in IC 35-48-1-9). (Indiana Code 7.1-5-1-3).
- B. **Illegal possession of alcohol by minor:**
It is a Class C misdemeanor for a minor to knowingly: (1) possess an alcoholic beverage; (2) consume it; or (3) transport it on a public highway when not accompanied by at least one (1) of his/her parents or guardians (Indiana Code 7.1-5-7-7).
- C. **Sale or gift to a minor:**
It is a Class C misdemeanor for a person to recklessly sell, barter, exchange, provide, or furnish an alcoholic beverage to a minor (Indiana Code 7.1-5-7-8). It is a Class C misdemeanor for a minor to recklessly be in a tavern, bar, or other public place where alcoholic beverages are sold, bartered, exchanged, given away, provided, or furnished. In addition to other penalties under this subsection, the minor's driver's license shall be suspended for up to one (1) year in accordance with IC 9-24-18-8 and IC 9-30-4-9 (Indiana Code 7.1-5-7-10).
- D. **Misrepresentation of age:**
It is unlawful for a minor to make a false statement or present false evidence of age (Indiana Code 7.1-5-7-1), to possess a false identification (Indiana Code 7.1-5-7-3), or to misrepresent age on state-approved written forms (Indiana Code 7.1-5-7-4) in order to procure alcoholic beverages. A minor convicted of using a false driver's license or that of another shall have his/her license suspended for up to one (1) year in accordance with IC 9-24-18-8 and IC 9-30-4-9 (Indiana Code 7.1-5-7-1). It is a Class C misdemeanor for a person to sell, give, or furnish to a minor false or fraudulent evidence of majority or identity with the intent to violate a provision of this title (Indiana Code 7.1-5-7-2).

- E. **Sale or gift to intoxicated persons:**
It is unlawful for a person to sell, barter, deliver, or give away an alcoholic beverage to another person who is in a state of intoxication if the person knows that the other person is intoxicated (Indiana Code 7.1-5-10-15).
- F. **Liability of person furnishing alcoholic beverage to intoxicated person:**
(a) As used in this section, "furnish" includes barter, deliver, sell, exchange, provide, or give away; (b) A person who furnishes an alcoholic beverage to a person is not liable in a civil action for damages caused by the impairment or intoxication of the person who was furnished the alcoholic beverage unless: (a) the person furnishing the alcoholic beverage had actual knowledge that the person to whom the alcoholic beverage was furnished was visibly intoxicated at the time the alcoholic beverage was furnished; and (2) the intoxication of the person to whom the alcoholic beverage was furnished was a proximate cause of the death, injury, or damage alleged in the complaint (Indiana Code 7.1-5-10-15.5).
- G. **Driving while intoxicated penalty:**
A person who operates a vehicle with an alcohol concentration equivalent to a least eight-hundredths (0.08) gram of alcohol but less than fifteen-hundredths (0.15) gram of alcohol per: (1) one hundred (100) milliliters of the person's blood; or (2) two hundred ten (210) liters of the person's breath; commits a Class C misdemeanor (Indiana Code 9-30-5-1). The penalty can be 60 days in jail and a \$500 fine (Indiana Code 35-50-3-4). A person who drives a vehicle while intoxicated can be charged with a Class A misdemeanor, with a penalty of up to one year in jail and a \$5,000 fine (Indiana Code 9-30-5-1 and 35-50-3-2). A second offense or beyond, occurring during a five-year period, is a Class D felony (Indiana Code 9-30-5-3), with a penalty of up to one and one-half years in prison and up to a \$10,000 fine (Indiana Code 35-50-2-7). It is a Class D felony if a driver is under the influence and causes an accident involving bodily injury, and a Class C felony where an accident involves a death (Indiana Code 9-30-5-4 and IC 9-30-5-5). The Class C felony carries a penalty of four years in prison and up to a \$10,000 fine (Indiana Code 35-50-2-6). The law allows consideration of aggravating or mitigating circumstances to increase or lessen a penalty.
- H. **Common Nuisance:**
1. a person who knowingly or intentionally visits a building, structure, vehicle, or other place that is used by any person to unlawfully use a controlled substance commits visiting a common nuisance, a Class B misdemeanor (Indiana Code 35-48-4-13);
 2. a person who knowingly or intentionally maintains a building, structure, vehicle, or other place that is used one or more times: 1. by persons to unlawfully use controlled substances; or 2. for unlawfully A. manufacturing; B. keeping; C. offering for sale; D. selling; E. delivering; or F. financing the delivery of; controlled substances or items of drug paraphernalia as described in IC 35-48-4-8.5; commits maintaining a common nuisance, a Class D felony (Indiana Code 35-48-4-13).

Title 35, Article 48 of the Indiana Code provides the applicable legal sanctions under local and state law for the unlawful possession or distribution of illicit drugs. Some examples of these sanctions are provided for information purposes:

- A. Possession of a controlled substance:
A person who, without a valid prescription or order of a practitioner acting in the course of his professional practice, knowingly or intentionally possess a controlled substance (pure or adulterated) classified in schedule I, II, III, or IV, except marijuana or hashish, commits possession of a controlled substance, a Class D felony. However, the offense is a Class C felony if the person in possession of the controlled substance possesses the controlled substance: (1) On a school bus; or (2) in, on, or within one thousand (1,000) feet of: (A) school property; (B) a public park; or (C) a family housing complex; or (D) a youth program center (Indiana Code 35-48-4-7).
- B. Possession of marijuana, hash oil, or hashish:
A person who: 1) knowingly or intentionally possesses (pure or adulterated) marijuana, hash oil, or hashish; 2) knowingly or intentionally grows or cultivates marijuana; or 3) knowing that marijuana is growing on his premises, fails to destroy the marijuana plants; commits possession of marijuana, hash oil or hashish, a Class A misdemeanor. However, the offense is a Class D felony (i) if the amount involved is more than thirty (30) grams of marijuana or two (2) grams of hash oil or hashish; or (ii) if the person has prior conviction of an offense involving marijuana, hash oil, or hashish (Indiana Code 35-48-4-11).
- C. Possession of cocaine or a narcotic drug:
1. A person who, without a valid prescription or order of a practitioner acting in the course of the practitioner's professional practice, knowingly or intentionally possesses cocaine (pure or adulterated) or a narcotic drug (pure or adulterated) classified in schedule I or II, or methamphetamine (pure or adulterated) commits possession of cocaine, a narcotic drug, or methamphetamine, a Class D felony, except as provided in subsection (b).
 2. The offense is 1) a Class C felony if the amount of the drug involved (pure or adulterated) weighs three (3) grams or more; or 2) the person was also in possession of a firearm (as defined in IC 35-47-1-5); 3) a Class B felony if the person in possession of the cocaine, narcotic drug, or methamphetamine possesses less than three (3) grams of pure or adulterated cocaine, a narcotic drug, or methamphetamine: (A) on a school bus; or (B) in, on, or within on thousand (1,000) feet of (i) school property; (ii) a public park; (iii) a family housing complex or (iv) a youth program center; and 4) a Class A felony if the person possesses the cocaine, narcotic drug, or methamphetamine in an amount (pure or adulterated) weighing at least three (3) grams (A) on a school bus; or (B) in, on, or within one thousand (1000) feet of (i) school property; (ii) a public park; (iii) a family housing complex or (iv) a youth program center (Indiana Code 35-48-4-6).
- D. Possession of paraphernalia:
1. A person who possesses a raw material, an instrument, or device, or other object that the person intends to use for: 1) introducing into the person's body a controlled substance; 2) testing the strength, effectiveness, or purity of a controlled substance; or 3) enhancing the effect of a controlled substance in violation of this chapter; commits a Class A infraction for possessing paraphernalia (Indiana Code 35-48-4-8.3).
- E. Manufacture or distribution of substance represented to be controlled substance:
1. A person who knowingly or intentionally: (a) manufactures; (b) finances the manufacture of; (c) advertises; (d) distributes; or (e) possesses with intent to manufacture, finance the manufacture of, advertise, or distribute; a substance described in Section 4.5 of this chapter commits a Class C felony. (Indiana Code 35-48-4-4.6)
 2. A person who knowingly or intentionally possesses a substance described in Section 4.5 of this chapter commits a Class C misdemeanor. However, the offense is a Class A misdemeanor if the person has a previous conviction under this section (Indiana Code 35-48-4-4.6).
- F. Dealing in marijuana, hash oil, or hashish:
1. A person who: 1) knowingly or intentionally: (A) manufactures; (B) finances the manufacture of; (C) delivers; or (D) finances the delivery of; marijuana, hash oil, or hashish, pure or adulterated; or 2) possesses, with intent to (A) manufacture; (B) finance the manufacture of; (C) deliver; or (D) finance the delivery of; marijuana hash oil or hashish, pure or adulterated; commits dealing in marijuana, hash oil, or hashish, a Class A misdemeanor except as provided in subsection B.
 2. The offense is: 1) a Class D felony if: (A) the recipient or intended recipient is under eighteen (18) years of age; (B) the amount involved is more than thirty (30) grams but less than ten (10) pounds of marijuana or two (2) grams, but less than three hundred (300) grams of hash oil, or hashish; or (C) the person has a prior conviction of an offense involving marijuana, hash oil, or hashish; and 2) a Class C felony if: (A) the amount involved is ten (10) pounds or more of marijuana or three hundred (300) or more grams of hash oil or hashish; or the person: 1) delivered or financed the delivery of marijuana, hash oil, or hashish: (A) on a school bus; or (B) in, on, or within one thousand (1,000) feet of: (i) school property; (ii) a public park; (iii) a family housing complex; or (iv) a youth program center (Indiana Code 35-48-4-10).
- G. Dealing in cocaine or a narcotic drug:
A person who 1) knowingly or intentionally: (A) manufactures; (B) finances the manufacture of; (C) delivers; or (D) finances the delivery of cocaine, a narcotic drug, or methamphetamine, pure or adulterated, classified in schedule I or II; or 2) possesses with intent to (A) manufacture; (B) finance the manufacture of; (C) deliver; or (D) finance the delivery of cocaine, a narcotic drug, or methamphetamine, pure or adulterated, classified in Schedule I or II; commits dealing in cocaine, a narcotic drug, or methamphetamine, a Class B felony, except as provided in subsection (b). The offense is a Class A felony if: 1) the amount of the drug involved weighs three (3) grams or more; 2) the person (A) delivered; or (B) financed the delivery of the drug to a person under eighteen (18) years of age at least three (3) years junior to the person; or 3) the person manufactured, delivered, or financed the delivery of the drug: (A) on a school bus; or (B) in, on, or within one thousand (1,000) feet of: (i) school property; (ii) a public park; (iii) a family housing complex; or (iv) a youth program center (Indiana Code 35-48-4-1).
- H. Visiting or maintaining a common nuisance:
1. A person who knowingly or intentionally visits a building, structure, vehicle, or other place that is used by any person to unlawfully use a controlled substance commits visiting a common nuisance, a Class B misdemeanor (IC 35-48-4-13).

2. A person, who knowingly or intentionally maintains a building, structure, vehicle, or other place that is used one (1) or more times: 1) by persons to unlawfully use controlled substances; or 2) for unlawfully: (A) manufacturing; (B) keeping; (C) offering for sale; (D) selling; (E) delivering; or (F) financing the delivery of controlled substances, or items of drug paraphernalia as described in IC 35-48-4-8.5; commits maintaining a common nuisance, a Class D felony (Indiana Code 35-48-4-13).
- I. Suspension of operator's license and motor vehicle registrations: If a person is convicted of an offense under section 1, 2, 3, 4, 5, 6, 7, 10, or 11 of this chapter, or conspiracy to commit an offense under section 1, 2, 3, 4, 5, 6, 7, 10, or 11 of this chapter, the court shall, in addition to any other order the court enters, order that the person's: 1) operator's license be suspended; 2) existing motor vehicle registrations be suspended; and 3) ability to register motor vehicles be suspended by the bureau of motor vehicles for a period specified by the court of at least six (6) months but not more than two (2) years (Indiana Code 35-48-4-15).

2.08 PHYSICAL OR MENTAL ABUSE, HARASSMENT

It is the policy of the University of Southern Indiana that physical or mental abuse, harassment, hazing, sexual harassment, or sexual assault of one member of the University community by another will not be tolerated. This policy applies to all members of the campus community, students, staff, and faculty.

- A. Any kind of expressed or implied threat of mental or physical abuse, harassment, or threat of physical abuse or harassment against any person or his/her property for the purpose of submitting a person to physical pain or discomfort, indignity, or humiliation at any time, regardless of the intent of such an act. Such behavior includes, but is not limited to:
1. detention by personal or mechanical methods;
 2. misuse of one's authority or leadership position;
 3. striking another person by hand or with any instrument;
 4. forcing a student into violation of the law or a University regulation;
 5. obscene or threatening phone calls;
 6. threatening or intimidating another individual;
 7. "fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in personally-abusive language inherently likely to provoke a violent reaction by the listener or listeners to the speaker;
 8. having first-hand knowledge of the planning of such actions or first-hand knowledge that an incident of this type has occurred, and failing to report it to appropriate officials.
- B. Any kind of hazing or threat of hazing against any person. The University defines hazing as any action taken, or situation created, to intentionally produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities and situations include, but are not limited to:

1. physical punishment, contact, exercise, or sleep deprivation which causes excessive fatigue and/or physical and psychological shock;
 2. forced consumption of food, drink, alcohol, tobacco, drugs, marijuana;
 3. forced transporting of pledges;
 4. public humiliation, ridicule, indecent exposure, or ordeal;
 5. forcing illegal acts (laws, policies, rules);
 6. forcing acts that are immoral, unethical;
 7. blocking an individual's academic, athletic, health, or personal success;
 8. personal servitude;
 9. mental harassment;
 10. deception;
 11. any other activities which are not consistent with fraternal rituals or the regulations and policies of the educational institution. (Adapted from Fraternity Executive Association Statement of Position.)
- C. Any kind of sexually-offensive act against another person. Any verbally offensive demand or suggestion. Any intentional touching of another person's body without mutual consent. The University defines these acts as including, but not limited to, the following:
1. rape/sexual assault (gang, acquaintance, stranger);
 2. acts on a person who is not conscious or able to give consent;
 3. indecent exposure;
 4. direct or indirect threats linked to sexual propositions or activity;
 5. coerced sexual activity;
 6. sexual propositions;
 7. sexual battery, the unwanted touching of an intimate part of another person, such as a sexual organ, buttocks, or breasts.
 8. sexual harassment.

2.09 FIREWORKS AND EXPLOSIVES, WEAPONS

Transfer, sale, use of, possession of explosives, fireworks, firearms, dangerous chemicals, or any lethal weapon on University-leased or owned property and University activities under any circumstances except as authorized by the University. The storage of fireworks or weapons in an automobile brought to the campus also is prohibited except for duly-licensed officers of the law.

2.10 FALSIFICATION AND MISREPRESENTATION OF FACTS

Falsification of information or misrepresentation of facts during any University hearing or on any University form or document and the unauthorized and/or improper use of University forms, documents, or records.

- A. Deliberate Misrepresentation of Facts – The falsification of information or misrepresentation of facts during any University hearing (either administrative or in the student court system) will be considered in violation of this policy.
- B. Forms, Records, and Documents – Falsification of records and/or misrepresentation of facts on any University form or document may result in disciplinary action and/or cancellation of registration. This includes but is not limited to registration materials, student IDs, data sheets, fee receipts, checks for payment to the University, applications for vehicle registration, correct place of residence, or Event/Facility requests.
- C. Correct Address – A student's address must be given at the time of registration and must be the actual place of residence. Any subsequent change of address is to be reported to the Office of the Registrar. Failure to register the actual current residence or a change of address is cause for the cancellation of registration and/or initiation of disciplinary proceedings which may result in disciplinary action up to and including suspension from the University.
- D. ID Card Policies – It shall be illegal for a student to allow his/her Student Identification Card (Eagle Access Card) to be used by another person (whether a student or not). These cards are the property of the University and entitle the student to certain privileges. Therefore, no student shall have access to the privileges on the basis of any but his/her own Student Identification Card. Further, it is against University regulations for any person to alter in any way the information contained on the Student Identification Card. If it should be necessary to replace or change the card, the student should report to the Eagle Access Card Office, where the student may begin the process of replacement. This card must be carried with the student at all times when on University-owned or leased property or at University activities and must be shown upon request.

2.11 CONDUCT THAT IS A VIOLATION OF THE CRIMINAL CODE OF THE STATE OF INDIANA OR OF FEDERAL LAW, OR THAT BY ITS NATURE POSES A SERIOUS THREAT TO THE WELFARE OR SAFETY OF PERSONS OR PROPERTY.

University of Southern Indiana is legally obligated to establish whatever policies are deemed necessary to carry out its educational mission and processes. This obligation has existed since the founding of the University. The 1969 General Assembly of the State of Indiana elaborated and explicitly amplified its efforts to safeguard the welfare of the University by passage of several new laws. One of these laws is presented here. The law is reported in its entirety because it pertains to higher education, and because it elaborates some expectations legally applied to student behavior. Students are expected to know the civil laws and University policies and regulations which apply to their behavior.

Chapter 179 of the Acts of 1969

- A. It shall be a misdemeanor for any person intentionally to damage any property, real or personal, of any institution established for the purpose of the education of students enrolled therein.
- B. It shall be a misdemeanor for any person to go upon or remain upon any part of the real property of any institution established for the purpose of the education of students enrolled therein in violation of any rule or regulation of any such institution for the purpose of interfering with the lawful use of such property by others or in such manner as to have the effect of denying or interfering with the lawful use of such property by others.
- C. It shall be a misdemeanor for any person to go upon or remain within a public building for the purpose of interfering with the lawful use of such building by other persons or in such manner as to have the effect of denying to others the lawful use of such building.
- D. A person who commits a misdemeanor defined in this act shall be punished, upon conviction, by a fine not to exceed five hundred dollars (\$500) or by both fine and imprisonment.
- E. Nothing in this act shall be interpreted as affecting the right of any person to engage in any conduct not in violation of this act or any rule or regulation of any such institution, or of any institution established for the purpose of education of students to discharge any employee, or expel, suspend, or otherwise punish any student, in accordance with its procedures for any conduct which may be violation of any such rule or regulation of any such institution or rendered unlawful by this act or may otherwise be deemed a crime or misdemeanor. (See also: Chapter 273 of the Acts of 1969.)

2.12 CONDUCT THAT IT IS IN CONTEMPT OF THE UNIVERSITY COURT

Contempt of University Court

The University Court has been established to help fulfill the administrative and educational functions of the University. Actions which hinder the court in fulfilling these purposes cannot be allowed and the following conditions may lead to charges of contempt of court:

- A. The court shall be empowered to charge any individual who disrupts a court hearing in any way with contempt of court under the appropriate University regulation. (See also 2.13-Failure to abide by the policies guaranteeing the right of expression of students.)

The Board of Trustees of the University of Southern Indiana recognizes the students' legitimate interest in the administration and management of the ongoing affairs of this University and recognizes their need to participate therein. To that end, the University has established a legitimate student government with elected representatives of the student body and the various organizations on campus with whom the Administration and the Board of Trustees have worked in the past and will expect to work in the future. The board welcomes consultation with students and their participation in the administration of this University through the regular and orderly student channels.

2.13 FAILURE TO ABIDE BY THE POLICIES GUARANTEEING THE RIGHT OF EXPRESSION

- A. The Board of Trustees has announced, approved, and published policies permitting peaceful demonstrations on the campus. The violation of these policies by the use of disorderly and unlawful actions as a method of presenting student demands to the Administration and Trustees of this institution will not be tolerated. Those students who engage in such activities will be subject to severe disciplinary action, including expulsion. Any requests, demands, or suggestions presented by such methods will neither be accepted nor acted upon by the Board of Trustees. The University believes that the right of expression is as necessary as the right of inquiry and that both must be preserved as essential to the pursuit and dissemination of knowledge and truth. Consequently, students, individually and collectively, may express their views through the normal faculty, administrative, and student channels of communication. Students also may express their views by demonstrating peacefully for concepts they wish to make known, and the University will make every reasonable effort to protect that right.

The University also has equal and simultaneous obligation to protect the rights and freedoms of students who do not choose to participate in a demonstration. Similarly, the University is obliged to protect its property and to prohibit interference with scheduled activities of students, University personnel, and guests on the campus. The University of Southern Indiana is aware of the need for forbearance on its part in tolerance of peaceful demonstrations, protests, or other expressions of student attitudes. The University recognizes the fact that expression of opinion through demonstration or protest may, on occasion, lead to inconvenience and interruption of University activities or functions; therefore orderly and peaceful demonstrations are not forbidden unless they disrupt, as defined later in this policy, University functions or activities. The University has an obligation to assure the safety of individuals, the protection of property, and the continuity of the educational process. The object of the statement is, therefore, to provide, through explicit reasonable limitations on expression, a context in which expression may be protected and in which violence is avoided.

In order to meet all of the preceding obligations, the following actions are defined as exceeding the limits of appropriate expression or peaceful demonstration and are in violation of University policy for individuals or groups:

1. actions which endanger the safety and well-being of individuals;
2. actions which destroy property;
3. actions which disrupt, by physical or auditory means, the ongoing operations of the University or interfere with the rights of other individuals in their exercise of expression. (This is designed to protect administrative, faculty, and student functions such as classes, libraries, public and private meetings, health services, recreational activities, and on-campus recruitment. See also regulations regarding facilities priorities.)

Individuals holding views hostile to those presented by persons participating in a peaceful demonstration, protest, or other expression of student attitudes are subject to the same policies. The initial judgment of the permissible limits of student expression should be made by the faculty member, administrator, or other University representative in charge of a specific University facility or func-

tion. Any member of the University community who believes the permissible limits of student expression have been exceeded may lodge a complaint to the University official in charge of the specific facility or function. If, after observation of the situation, the person in charge of a facility or function determines that said situation is no longer peaceful and orderly, he/she should:

1. request, not direct, the students to desist from the activities causing the disturbance and allow a reasonable amount of time for such action to occur. In the event of the failure of his/her efforts at persuasion, he/she should inform the Office of Safety and Security of the nature of the disturbance and remain on the scene, except for extreme duress, until the arrival of the Security officer;
 2. elect, when he/she believes personal safety or well-being will be endangered by direct involvement with the demonstrators, to inform immediately the Office of Safety and Security and the Office of Student Life.
- B. Adjudication of violations of policies guaranteeing the right of expression of students
1. Violations of these limitations subject students to disciplinary action by the University.
 2. The University disciplinary actions for students found guilty of disrupting legitimate University functions may range in severity from conduct warning to permanent expulsion.
 3. Students involved in disruptive behavior will have their alleged offenses adjudicated in the same manner as those of students involved in other violations of University policy. This includes the opportunity to appeal.
 4. Any charges by the University for violation of this policy must be made within six (6) months after the alleged violation.

2.14 FAILURE TO COMPLY WITH THE MOTOR VEHICLE POLICY

Commuter students and Newman, Governors, and O'Bannon

Residence Halls: Students have non-restricted parking in USI's campus lots on a first-come, first-served basis. Campus lots have few restrictions, and those areas with restrictions have them posted. Commuter students are requested to register their vehicle with the University Safety and Security Department. Students may register their vehicles at the Safety and Security Office, located north of the Liberal Arts Center, or online at www.usi.edu/security/vehiclereg.

Campus Apartments Residents: Residents of O'Daniel North, O'Daniel South, McDonald East, McDonald West, and Golden Towers Apartments must register with the University Safety and Security Department any vehicle that will be parked in University apartment parking areas. A color-coded decal will be issued for each vehicle and must be properly displayed. Vehicles without parking decals are required to park in designated visitor parking areas only. With the exception of Golden Tower residents, University apartment residents are not allowed to park in campus lots between 6 a.m. and 3 p.m. on days when classes are in session. Apartment residents may park at any time in the pay parking lot next to the Library. Hourly rates are posted at the entrance.

Disabled persons may use designated parking spaces by displaying a state-issued disabled license plate/placard or a USI disabled parking hangtag. Applications for USI temporary disabled parking hangtags are available at the Counseling Center in the Orr Center Building.

Lost or stolen parking decals should be reported immediately to the Safety and Security Department at 812/464-1845. There is a \$10 replacement fee.

Traffic regulations are enforced by the Office of Safety and Security by the authority granted by Indiana statutes and the University of Southern Indiana Board of Trustees. Copies of current traffic regulations may be secured at the Safety and Security Office. Monetary assessments are made for failure to obey the motor vehicle regulations. Students with delinquent violations may be blocked from registration, transcripts, etc. When, in the judgment of the Office of Safety and Security, a student's failure to comply with appropriate parking or traffic regulations becomes a breach of discipline, that office shall refer the student to the Office of Student Life for disciplinary action.

Tickets may be appealed by written application to the Student Government Association University Court, if requested within three working days.

2.15 FAILURE TO COMPLY WITH THE PROVISIONS OF THE OUTSIDE SPEAKERS POLICY

The University of Southern Indiana considers freedom of inquiry and discussion essential to a student's educational development. Through open discussion of ideas and exchange of opinions, one can become informed and can test and give expression to his/her values as they relate to issues concerning himself /herself and society.

The University recognizes its responsibility to provide students with opportunities to develop themselves as responsible, thinking individuals. Furthermore, the University endeavors to develop in those students a realization that all citizens have not only the right, but also the obligation, to inform themselves about various issues, views, and opinions. The appearance of visiting speakers is encouraged by the University as one means by which members of the University community receive the opportunity to explore a variety of views and opinions.

The University recognizes that any subject or view may be repugnant or distasteful to an individual or group holding divergent views. The University also recognizes that the question of appropriateness is not determined by the subject matter as such, but by the method of presentation and extent to which critical examination occurs through disciplined inquiry by faculty and students.

Restraints on activities connected with learning should be held to that minimum, consistent with preserving an organized society in which peaceful, democratic means for change are utilized. Each individual has the right to express his/her ideas and opinions; the individual must, however, recognize that those who have different opinions have the same rights. Exercise of rights involves acceptance of responsibility. And, true to the University's norms of advancing inquiry, a visiting speaker should expect and be prepared for critical examinations of his presentation.

Un-sponsored speakers (defined as those not invited by a recognized University organization or as part of a scheduled University event) are discouraged. To minimize disruption of campus activities and the order-

ly movements of pedestrian and vehicular traffic, un-sponsored speakers are restricted to the plaza between Rice Library and University Boulevard, just outside Room 100.

On the basis of these premises, the University of Southern Indiana will encourage any University-recognized group of students, faculty, administrators, or staff to invite speakers to the campus, subject only to the following provisions:

1. that the speaker not advocate violation of any federal or state law and that the speaker be aware that any personal violation of any federal or state law on the speaker's part will make the speaker subject to action by the regular civilian authorities administering federal and state laws.
2. that following the speaker's presentation, adequate time be allowed and opportunities provided for questions and criticisms from members of the audience. The speaker must be made aware of and agree to this condition.
3. that neither the sponsoring group nor the speaker attempts to indicate University support of the speaker or the ideas.
4. that a member or members of the sponsoring group be with the speaker to present the speaker and the topic as well as to conduct any question period.
5. that to schedule the event properly, to assure adequate facilities, to ensure the necessary publicity, and to assure proper procedure, the sponsoring group wishing to invite a visiting speaker to the University make all arrangements for reserving space with appropriate University officials at least seven days in advance of the speaker's appearance (the president may waive the time requirement).
6. that violation by the sponsoring group of provisions or intent of the stated policy and procedure subjects that group and its members only to those sanctions applicable in cases of violation of other University rules.

(See Section 2.02 of this document for further information on scheduling policies and procedures.)

3.0 MISCONDUCT ACTIVITIES WHICH MAY SUBJECT A STUDENT OR STUDENT ORGANIZATION TO DISCIPLINARY ACTION

Students or student organizations shown to be in violation of these procedures, policies, and regulations may have disciplinary action taken against them as well as any action specifically stated in the regulation.

3.01 DEFINITIONS OF ACADEMIC DISHONESTY

Academic dishonesty, including plagiarism, cheating, submitting another person's material as one's own, or doing work for which another person will receive credit, will subject a student to disciplinary action which may include dismissal from the University.

The benchmarks of any great university are high academic standards for both faculty and students. For this reason, truth and honesty are necessary to a university community. The University expects both students and faculty to adhere to these principles and to foster them daily. Put simply, this expectation requires each student to do his or her academic work without recourse to unauthorized means of any kind. Both

students and faculty are expected to report instances of academic dishonesty. Faculty should explain the special hazards regarding academic honesty in their discipline. Faculty also should plan and supervise academic work carefully so honest effort will be encouraged.

A. Cheating

A student must not intentionally use or attempt to use unauthorized materials, information, or study aids in any academic exercise.

1. A student must not use external assistance during any examination unless the instructor has specifically authorized such assistance. This prohibition includes (but is not limited to) the use of tutors, books, calculators, notes, formula lists, cues on a computer, photographs, and symbolic representations.
2. A student must not copy from another student's work, including (but not limited to) a test paper, project, product, performance, or electronic document or file.
3. A student must not take a test for someone else or permit someone else to take a test for him/her. A student must not knowingly allow another student to copy one's work in a test.
4. A student must not submit, during the same semester, substantial portions of the same academic work for credit or honors more than once without permission from all of the instructors who may be involved. In the event a student seeks to submit in a current course a substantial portion of the same academic work submitted in a previous course, then only the current instructor need approve.
5. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor. This prohibition includes (but is not limited to) submitting another's work as one's own or using commercial term-paper companies or files of past papers maintained in a residence unit.
6. Several people must not collaborate on a single project and turn in multiple copies, all represented implicitly or explicitly as individual work.

B. Fabrication

A student must not intentionally falsify or invent any information or citation in an academic exercise.

C. Plagiarism

A student must not intentionally adopt or reproduce ideas, words, or statements of another person without acknowledgment. A student must give due credit to the originality of others and properly reference the following:

1. quoting another person's actual words;
2. using another person's ideas, opinion, or theory;
3. borrowing facts, statistics, or other illustrative material, unless the information is common knowledge.

D. Interference

A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes (but is not limited to) theft, defacement, or mutilation of common resources so as to deprive others of the information they contain.

E. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another to commit an act of academic dishonesty.

F. Electronic and Other Media

All of the above prohibitions also apply to the use of electronic, photographic, and other media for intellectual and artistic expression.

3.02 PENALTIES AND PROCEDURES

An act of academic misconduct, even a first offense, places the student in jeopardy of the most severe form of sanction – expulsion from the University.

- A. A faculty member who has observed an act of dishonesty or has other evidence that a student has committed an act prohibited in Section 3.01 shall initiate the process of determining whether the student is in violation of the policy. NO penalty shall be imposed until the student has been informed of the charge, has been informed of the evidence on which it is based, and has been given an opportunity to respond.
- B. If the faculty member finds by a preponderance of the evidence the student to be in violation of the academic honesty policy, he may assess a penalty affecting the specific project, paper, or test in which the act is found to have occurred. The student may appeal this penalty to the department chair.
 1. If the faculty member wishes to impose a more severe academic penalty (for example, to give a course grade of F), he/she will review the incident with the department chair prior to the imposition of the penalty. If the chair concurs with the penalty, the student may appeal to the dean.
 2. In the event the department chair is the instructor of the course, then he will review the incident with the dean prior to the imposition of the penalty. If the dean concurs with the penalty, the student may appeal to the provost and vice president for Academic Affairs.
 3. In the event the dean is the instructor of the course, then he will review the incident with the provost and vice president for Academic Affairs prior to the imposition of the penalty. If the provost and vice president for Academic Affairs concurs with the penalty, the student may appeal to the designee of the provost and vice president for Academic Affairs.
- C. In all cases where a penalty has been imposed, the faculty member will file the "Academic Dishonesty Report Form" with the department chair, who will forward the report to the dean with a copy to the office of the dean of students. If the student is not enrolled in the school in which the course is offered, the dean of that school will provide a copy of the report to the dean of the school in which the student is enrolled.
- D. If the department chair and/or dean of the school in which the student is enrolled believe that further action is warranted, additional penalties may be imposed. The department chair may remove the student from the academic major, following review and approval by the dean; the student may appeal this penalty to the provost and vice president for Academic Affairs. The dean may remove the student from the academic school, following review and approval by the provost and vice president for Academic Affairs; the student may appeal this penalty to the Student Academic Grievance Committee.

-
- E. Any appeal by a student of a decision herein must be made within 14 calendar days of notification of the decision.
- F. The dean (or any other interested party) may pursue University sanctions, up to and including suspension or expulsion, by filing a complaint against the student for violating Section 3.01 with the dean of students.

3.03 APPEALS

- A. Where the student's University standing has not been affected, any appeal of penalties provided for in Section 3.02 is limited to the process described therein.
- B. If the student's University standing has been affected, per Section 4.03, he may appeal to the Campus Appeals Commission. See also Section 4.05.

3.04 IMPLEMENTATION OF POLICY

Specific procedures and reporting forms for faculty members, including the Student Academic Honesty Policy, may be found on the dean of students' Web page. Students who wish to report an act of academic dishonesty should contact the instructor or the department chair. The dean of students will collect reports of cases in which findings of academic dishonesty have been adjudicated in order to maintain an accurate, cumulative record on each student. The dean of students will make an annual report on academic dishonesty, including a statistical summary of cases, dispositions, and penalties, and deliver the report to the provost and vice president for Academic Affairs and the members of the Student Academic Affairs Committee.

3.05 POLICY ON SALES AND SOLICITATIONS

No canvassing, peddling, soliciting, distributing, or posting of any written or printed material by non-University individuals or organizations is permitted on the grounds or in the buildings of the University without the written permission of the president. Such solicitations that are prohibited include the use of electronic mail and Web page solicitations. Any activity in violation of this policy should be reported to the Office of the President.

Students and employees are not permitted to solicit, canvas, or peddle any items, distribute or post any unauthorized material within the buildings or through equipment or networks owned/operated by the University or on the grounds of the University without the written permission of the president or designate. Such solicitations that are prohibited include the use of electronic mail and Web page solicitation. Any activity that violates this policy should be reported to the Office of the President.

Approved solicitations include the annual United Way campaign and various Foundation and University solicitations. Other activities may be approved for projects and/or programs that are of direct interest and value to the University. Students and employees may donate as generously as they wish, as the University does not imply any obligation on the part of the individual employees to contribute. Contributions to charitable and welfare programs and activities are entirely matters of individual discretion.

Sales and solicitations are permitted by officially-registered campus organizations only if they are for the general benefit of the University and/or the community and have received authorization of the president or a designate. Application for approval for sales and solicitations

events (including athletic events and events held in residence life areas) may be initiated with the Student Scheduler. Generally, sales and solicitations are limited to three days in a 30-day period and not more than twice a semester.

Authorization to sell on campus does not constitute an endorsement by the University of either the product sold or the service rendered.

The University of Southern Indiana and the USI Foundation do not recognize fund-raising efforts using games of chance, such as raffles, door prizes, half-pots, or bingos as methods for raising charitable funds. Neither the University nor the USI Foundation is a qualified organization licensed by the Indiana Department of Revenue, Charity Gaming Division, to conduct such activities. Student groups and University support groups are encouraged to solicit funds in other ways. For additional information, contact the director of Development.

Sales and soliciting groups or individuals are expected to adhere to the following regulations:

- The use of sound equipment (TV, stereos, amplifiers, public address system) is restricted; permission to use such must be obtained from Scheduling Services.
- Groups must display a printed sign no smaller than 18" x 24" signifying the name of the organization hosting the sale or solicitation.
- For-profit entities must have a retail sales permit available at the scheduled activity.
- A currently enrolled student representing the sponsoring group or organization must be present at all times.
- Groups or individuals must have written confirmation for the scheduled event available at the scheduled event.
- Space in the University Center may be reserved by a registered student organization. The University Center may be used by registered student organizations for conducting campus-wide elections, distributing literature relating to student organizations, recruiting membership for student organizations and activities, sales, and solicitations.

Failure to comply with the above policy will result in referral to the appropriate disciplinary process and could result in the loss of solicitation privileges.

3.06 CAMPUS POSTING POLICIES AND PROCEDURES

Campus Posting Policies

Posting on campus is restricted to University campus groups, organizations, University departments, students, faculty and staff. Space is not available for commercial advertising by non-University firms or organizations unless a request is received in writing and permission is granted in writing by the office of the Dean of Students. All posting is limited to those activities open to the student body and for those events that bear some direct relationship to the educational purpose of the University and/or that provide an exceptional or beneficial service to students, faculty and staff not normally available.

All posting must have the name of the sponsoring group or organization, be in English, or have an English translation on the same posting, and follow the posting guidelines and procedures. Posting of flyers or

literature on car windows, light poles, sidewalks, building doorways, trash cans, or in unapproved locations is not permitted. Violations to the Campus Posting Policy should be reported to the office of the Dean of Students.

Posting Guidelines and Procedures

Bulletin Boards

All flyers and posters may be placed on bulletin boards and must meet the guidelines stated in the first paragraph of this policy. They are not to exceed 22" x 30" and must be secured by using pushpins or thumb-tacks on designated bulletin boards. Bulletin boards and posting areas are defined for use as follows:

- **Bulletin Boards – Designated**
Bulletin boards identified as “designated” or “general University posting areas” may be used by: University campus groups, organizations, University departments, students, faculty, staff and approved non-University firms or organizations. To obtain a current listing of all designated or “general University posting areas,” please contact the Student Scheduler.

Groups or individuals using designated bulletin boards may bring twenty-five (25) copies to the Scheduling Services Office (UC 213) to be posted by a member of the Scheduling staff.
- **Bulletin Boards – Restricted**
Bulletin boards identified as “restricted” are under the jurisdiction of a school, department, or administrative office and are restricted to their use only. University campus groups, organizations, and University departments may request permission to use these bulletin boards from the appropriate school, department, or administrative official.
- **Bulletin Boards – Open Posting Area**
An open posting area is available for posting by anyone, including the community, without permission. The open posting area is located on the northwest corner of the Orr Center.

Banners

Banners may be hung by registered student organizations and University departments on the UC bridge facing the Orr Center or on the Library balcony facing south. Banner space on the University Center is to be reserved with the Student Scheduler in UC 213 and is available on a first-come, first-served basis. All banners must meet the following guidelines:

- Must be no larger than a twin-sized sheet;
- Cannot contain wood or metal;
- Must utilize approved weights (anchors), such as balloons filled with sand (available free of charge in the office of the Student Scheduler);
- Anchors must hold the banner straight but must not present a risk to people or property;
- Within 72 hours of the completion of the event, the banner must be removed or the sponsoring group will be assessed Physical Plant charges.

Staked Signs

Staked signs may be utilized by registered student organizations and University departments. Staked signs, maximum size of 18" x 24", are allowed in lawn areas, along the sidewalks or roadways, as long as they do not block or overhang onto a walkway, driveway, or street. Staked signs are not permitted in landscaped areas. Only directional signs for

campus events may be posted in the boulevard median with approval from the vice president for Advancement. Permanent signs and A-frame signs are not permitted on University premises. Within 72 hours of the completion of the event, all staked signs must be removed or the sponsoring group will be assessed Physical Plant charges.

Table Tents

Table tents may be utilized by registered student organizations and University departments. Permission to place table tents must be obtained through the Student Scheduler.

Chalking

Chalking may be utilized by registered student organizations and University departments and is allowed on outdoor concrete sidewalk areas that are exposed to the weather where the chalk can be easily washed away by rain. Physical Plant charges for cleanup in areas not exposed to rain may be incurred. Use only brands of chalk identified as “sidewalk chalk” on the label. Designs with lewd content or designs that can be changed into lewd content are not permitted. All chalking must meet the requirements of the campus posting policy.

Window Paint

The windows by the main entrance to the University Center, both under the bridge and facing the Orr Center, plus the three windows closest to the Orr Center on the Library can be painted to promote events on campus by registered student organizations and University departments. Contact the Student Scheduler to reserve any of these windows. Events advertised must be open to all USI students. Windows can only be painted with washable paint, and the organization or department is responsible for cleaning any ground spills and for window cleaning on the final day of the reservation. Failure to clean windows and ground spills will result in Physical Plant charges.

Distribution of Literature/Handbills

Registered student organizations, University departments, and approved non-University firms and organizations may distribute literature or handbills on campus if they comply with the campus posting policy, in addition to the following:

- Individuals distributing may not hawk, shout, or accost individuals;
- The distribution may not obstruct pedestrian or vehicular traffic;
- Literature or handbills discarded on the ground in the general area of distribution must be picked up by the sponsoring group;
- Material may not be distributed in an area reserved by another organization and may not impede another scheduled activity or event.

4.0 JUDICIAL PROCEDURE. Procedure for adjudication of violations of code of student conduct.

4.01 THE STATE OF INDIANA HAS CHARGED UNIVERSITY OF SOUTHERN INDIANA WITH THE RESPONSIBILITY FOR PROVIDING AN ORDERLY CAMPUS ENVIRONMENT CONDUCTIVE TO LEARNING IN WHICH PERSONS AND PROPERTY ARE PROTECTED FROM HARM.

As a state institution, University of Southern Indiana has further responsibility for upholding the laws of the State. A priority is inherent among these responsibilities:

1. protect persons and property;
2. uphold state law;

3. provide an orderly environment conducive to learning;
4. encourage the personal growth of students.

The Board of Trustees of University of Southern Indiana has adopted University policies and procedures in exercise of the preceding responsibilities. The University administration is responsible for providing the process for dealing with violations of the policies.

An appropriate formal charge may be brought against a student by any member of the University community. In all cases, the complaint shall first be brought before the dean of students. If the charge or complaint is ruled not to fall within the jurisdiction of the University Court by appropriate administrative officials, the complaint will be adjudicated by the administrative hearing system. If the charge or complaint falls within the jurisdiction of the court, the appropriate University official will communicate the official charges to the student or parties involved, who may then choose between the University Court system if the Court is functioning or the administrative hearing system for adjudication. If the University Court is not functioning at the time a charge is officially made, the case will be heard by the administrative hearing system. In all cases the parties involved will be encouraged to resolve their complaints before being forwarded for formal adjudication.

The process which has been developed for handling conduct situations contains two components: conduct discussion and conduct adjudication.

A. Conduct Discussion

Conduct discussion is a process which may be utilized by an administrator when complaints are received for an alleged violation. The accused student is informed of the complaint by an administrator and is given the opportunity to discuss the alleged violation. The student may admit to the violation, may deny involvement, or may request to have the complaint transferred to the Conduct Adjudication process. Should the student admit to the violation and the disciplinary action will not result in a change of student status, a record of the incident is maintained in the administrator's file for one (1) calendar year, except in the case of drug and alcohol violation where the record is maintained for three academic years following the year of violation. The student will be required to sign a disciplinary agreement, signifying willingness to modify the behavior. If, during that year, the student becomes involved in another incident and is found guilty of a violation, the disciplinary agreement will be utilized in determining the appropriate action.

Should the student admit or deny involvement and, through the discussion process the administrator finds the student is innocent or there is no basis for the complaint, the complaint is destroyed and no record of the discussion is kept.

Should the student deny involvement and the administrator does not agree, the student may request that the complaint be transferred to the conduct adjudication process.

B. Conduct Adjudication

Conduct adjudication is a process which is used for all alleged violations which may result in a change of student status. The process contains three fundamental steps:

1. presentation of the charges;
2. hearing;
3. decision and action by an administrator.

An appeal opportunity is available to the student upon receipt of the decision.

4.02 DESCRIPTION OF RIGHTS IN DISCIPLINARY SITUATIONS

Students have been accorded rights in disciplinary situations by the Board of Trustees in keeping with procedural due process guidelines. Basically students have the right:

1. to examine all written information pertaining to the alleged violation;
2. to a fair hearing;
3. to know whether statements made in disciplinary situations can be used in student court, administrative procedures, or civil courts;
4. to the choice of hearing body, when the University Court is in session;
5. to bring an advisor from the University community to a hearing;
6. to appeal decision of the hearing body.

4.03 CONDUCT ADJUDICATION PROCESS

A. Presentation of charges

A student who is accused of an alleged violation of a University policy will meet with an administrator. The purpose of the meeting is to apprise the student of all written information which constitutes the complaint and charges. The student receives a thorough explanation of the conduct adjudication process which includes a review of rights in disciplinary situations, a comparison of hearing bodies, the right to waive the hearing, a detailed explanation of possible actions, and a description of the preservation of and release of information from the conduct records. The student is given 48 hours to make a choice of hearing body and plea.

B. Hearing

All hearings provide the opportunity for the accused student to respond to the charges, to present witnesses, and to raise questions. The complainant must provide, by a preponderance of evidence, that the alleged offender committed the act in question. Hearings provide the opportunity for the complainant to amplify the allegation, to present witnesses, and to raise questions. The hearing officer or University Court justices will, through questioning, seek to arrive at the truth. Should a student fail to appear at a scheduled hearing, after proper written notification, the hearing will be conducted in his/her absence.

C. Notification of Decision

University Court System

1. The student will receive the court's verdicts in writing.
2. The student will be informed that the verdicts of the court are recommendations to an administrator and must be concurred by that administrator before actions can be formulated.
3. The student will be informed that an administrator will give the student the decision about what action is being taken in the case. See Administrative Hearing System 1, 2, 3, 4, and 5.

D. Administrative Hearing System

1. The student will be informed in writing of the verdict.
2. The student will be informed of any restriction placed on him/her.
3. The student will be made aware of the individuals notified of this action.
4. The student will again be informed of his/her right to file for appeal.
5. If necessary, the procedure for removal from a probationary status will be explained.

4.04 TYPES OF DISCIPLINARY ACTIONS

The actions which may be taken when a student is charged with a violation of University regulations or public laws range from charges dropped, up to and including expulsion from the University. The action taken depends upon the severity of the violation, the degree of involvement of the student, the individual circumstances of each case, the student's conduct record, and the student's academic progress.

- A. Charges dropped – All written material pertaining to the individual is destroyed.
- B. Conduct warning – A written warning is given, followed by a thorough discussion of University policies. The warning may carry other restrictions and stipulations. Record is kept for one (1) calendar year. If student is not involved in any conduct situation during the calendar year following the warning, the record is then destroyed.
- C. Conduct probation – This action is a formal probationary status. The probation may carry additional stipulations. Record is maintained for two (2) calendar years after the date of the last action taken, then destroyed.
- D. Strict conduct probation – This action is a formal probationary status, very near suspension, during which the student is removed from good standing at the University. The probation may carry other restrictions and stipulations. Record is maintained for three (3) calendar years after the date of the last action taken, then destroyed.
- E. Suspension – This action indicates that a student is excluded from the University for one (1) or more semesters, depending upon the severity of the disciplinary situation. Record is maintained permanently.
- F. Interim Suspension – This action may be used to temporarily remove and exclude a student from the University community, when the student's action or threat of action indicates serious threat to the welfare and safety of persons or property. No hearing is necessary before the action is taken, but a regular hearing will be held within five (5) school days of the effective date. If the suspension stands, the record is kept permanently.
- G. Expulsion – Permanent termination of student status.
- H. Alcohol or drug-related violation records will be maintained for three years following the academic year of violation.

4.05 APPEALS

- A. A decision of the University Court System or an administrative hearing officer may be appealed by the defendant to the Campus Appeals Commission, provided that:
 1. the request for appeal is received by the dean of students within 48 hours of the decision-giving interview or letter;
 2. there is a question concerning the constitutionality of the rule, regulation, or student law allegedly violated;
 3. the failure of due process is claimed;
 4. significant new evidence is to be introduced;
 5. the appropriateness of recommended action is questioned;
 6. the Campus Appeals Commission has not previously heard another appeal of the same case.
- B. The Campus Appeals Commission, consisting of an administrator, faculty member, and a student, with one alternate appointed for each position, is a standing committee appointed by the president of the University.

4.06 VIOLATIONS OF REGULATIONS BY A STUDENT ORGANIZATION

As in the case of a violation of a conduct regulation by an individual, a complaint may be filed accusing a student organization of a violation. Upon receipt of such complaint, a charge will be given to the president or highest ranking officer in the organization, an administrative or University Court hearing will be conducted, a decision will be given, and disciplinary action taken. All proceedings will parallel those provided by Section 4.01 through 4.05 of this part for the due process disposition of complaints lodged against individuals.

The filing of charges against, and taking disciplinary action with, a student organization does not preclude the filing and taking of disciplinary action with individuals involved in the same violation(s).

4.07 TYPES OF DISCIPLINARY ACTION WHICH MAY BE TAKEN WITH A STUDENT ORGANIZATION

- A. Charges Dropped
 1. The charge may be dropped if there is insufficient evidence to support the charge.
 2. The charge will be dropped if there is evidence presented during the hearing that shows the organization is not guilty of the charge.
- B. Conduct Warning
 1. The action is a verbal warning about conduct which has been judged to be not in keeping with the expectations of the University.
 2. Record is kept for a calendar year only. If the organization is not involved in any other conduct situation during the calendar year, the record will be destroyed.

3. A thorough explanation of University policies is given.
4. The student officers and faculty advisor of the organization are instructed that further need for discussion in these areas, (point 3) could be cause for additional disciplinary action.
5. Charges for any damage or costs incurred as a result of a violation also may be assessed.

C. Probation

1. This action is a formal probationary status during which the organization will have certain restrictions placed on it for a period of time.
2. Restrictions and provisions of the probation are individualized to the particular needs of the organization; these may include restrictions on social events, on use of University facilities, or on participation in campus-wide events.
3. Charges for any damages or costs incurred as a result of a violation also may be assessed.
4. Any further violation of University regulations or probation restriction while on probation means that an organization subjects itself to further disciplinary action.
5. University officials with responsibility for adherence to restrictions placed on the organization will be notified, as well as the persons responsible for registration of student organizations. Additionally, national offices of affiliated student organizations will be notified.

D. Review of Registered Student Organizations

1. This action indicates that an organization's standing as a registered student organization of the University is in jeopardy and a formal review of the registration of the organization is being requested of the body with jurisdiction.
2. Action from such a review may ultimately result in revocation of registration of a student organization.
3. For those organizations with national affiliations, a request for formal review also will be made to the national president.

Accepted 1979. Amended, 1982, 1983, 1985, 1987, 1990, 1991, 1992, 1994, 1995, 1996, 1998, 2000, 2002

The Code of Conduct in its entirety can be found on the Internet at www.usi.edu/stl/codenew.asp.

Amendments to the University Code of Conduct will be printed in *The Shield*, the student newspaper, each fall semester.

The Student Academic Grievance Procedure is taken from the Faculty Handbook and is provided here for information purposes.

It is the goal of the Student Academic Grievance Policy and Procedure to provide a simple and expeditious process, allowing both informal and formal resolution of conflicts. Resolutions may include student reinstatement or other corrective action for the benefit of the student, but may not award monetary compensation or take disciplinary action against any employee of the University.

Departmental or school procedures, where they exist, must be followed before the University grievance procedure can be initiated; where such procedures exist, the informal procedures as outlined below may be precluded.

A. General Conditions

1. **Violation of Policy**
This policy addresses academic grievances only. Academic grievances are complaints brought by students regarding the University's provision of education and academic services affecting their role as students. Academic grievances must be based on a claimed violation of a University rule, policy, or established practice. This policy does not limit the University's right to change rules, policies, or practices.
2. **Not Applicable**
This policy does not apply to conflicts connected with student employment or actions taken under the Board of Trustees policy on student conduct. Complaints concerning judgments of academic performance are not grievances under this policy. Any complaint alleging discrimination in the University/student relationship, including sexual harassment, may be filed with the Office of Affirmative Action.
3. **Qualified Students**
Student must have been enrolled at the time of the alleged incident or action that resulted in the grievance in order to file an academic grievance under this policy. Grievances must be filed in a timely manner, as outlined in Section E.

B. Informal Resolution

1. **The First Step**
The first step of any resolution should be at the lowest unit level between the student and the faculty member involved or the appropriate administrator. If no informal resolution results at this level, informal resolution may be sought at the departmental level. If the issue cannot be resolved informally, then the complaint may move to the formal level.
2. **Judgments on Academic Performance**
Grievances involving an instructor's judgment in assigning a grade based on academic performance must be resolved through the informal resolution procedure.

C. Formal Resolution

1. **Student Academic Grievance Committee**
The student Academic Grievance Committee, a composite pool of 10 members (five faculty and five students), will be elected in the spring to two-year terms, with graduate faculty and all undergraduate faculty and student members being elected for staggered terms and graduate students elected to one-year terms. The five faculty members will include at least two members of the graduate faculty and three members of the undergraduate faculty. The student members will include three undergraduate students and two graduate students.
 - a. **Committee Selection**
The Student Government Association will elect two undergraduate student members and one undergraduate faculty member. The Faculty Senate will elect one undergraduate student and two undergraduate faculty members.

The Graduate Council will elect two graduate faculty members. The Graduate Student Advisory Committee will select two graduate students.

Members of the undergraduate faculty and undergraduate students will be elected in odd-numbered years to two-year terms; members of the graduate faculty will be elected in even-numbered years to two-year terms. Graduate student members will be selected for one-year terms.

In the event of a resignation, the replacement will be selected by the same representative body as the person resigning.

b. Length of Term

Terms will be for two years, beginning in the fall and ending at the conclusion of the summer III term following the second year of service. Graduate student terms will begin in the fall and end at the conclusion of the summer III term.

c. Eligibility to Serve in the Composite Pool

Faculty must be tenured to be eligible to serve. Undergraduate student members shall have earned at least 45 semester hours at the University, have a cumulative GPA of 2.0, and be in good standing.

Graduate students must be admitted to a graduate program, be enrolled in graduate program classes during the spring term of the pool selection, have earned at least six graduate hours, have a cumulative 3.0 GPA at the graduate level, and be in good standing.

Faculty members must have been at the University full time for at least three years.

d. Meeting Time

The pool shall be convened at the beginning of each fall semester by the provost and vice president for Academic Affairs or his designated representative. At that meeting, members of the pool shall choose the chair and vice-chair and participate in orientation and training.

Only faculty members are eligible to serve as chair and vice-chair. Once chosen, the chair serves in that position for twelve months. The chair serves in a non-voting position, except in case of a tie, with full discussion rights. For each grievance, the chair has the responsibility for selecting hearing panel members and administering the work of the hearing panel.

2. Filing a Complaint

A complaint must be submitted in writing to the dean of the school in which the alleged incident occurred. The complaint should identify the student grievant; the respondent faculty member or administrator; any other person involved; the incident, the rule, policy or established practice claimed to have been violated; and a brief statement of the remedy sought.

3. Preliminary Resolution Procedure

The dean of the school in which the alleged incident occurred will meet with the student and the faculty or administrator involved to determine whether satisfactory resolution can be reached. If this cannot be achieved, the dean shall obtain a

written answer from the responding faculty member or administrator and refer the matter to a hearing before a panel of the Student Academic Grievance Committee.

4. Hearing Panel

Hearing panels will be chaired by a faculty member and will be composed as follows: three faculty members (one of whom is the chair) and two student members. If the grievance concerns an undergraduate student, the hearing panel will include at least one undergraduate student. The faculty will include at least two undergraduate faculty.

If the grievance concerns a graduate student, the hearing panel will include at least one graduate student and two graduate faculty.

If the chair of the grievance committee is unable to select a hearing panel member from members of the pool, an alternate member will be appointed to serve on that hearing panel by the chair of the appropriate selection body (Faculty Senate, Graduate Student Advisory Committee or the Student Government Association).

5. Hearing Panel Responsibilities

The hearing panel will review the evidence and hold hearings as necessary. The hearing will be an informal, non-adversarial, fact-finding meeting concerning the allegations. Both the student and the faculty or administrator may be present throughout the fact-finding meeting and may present any relevant evidence. The meeting will not be open to the public.

Deference shall be given to the determination of the lower body; the hearing panel will base its recommendation solely on whether a rule, policy, or established practice was violated. The panel will prepare a written report recommending a resolution to the matter and will send the report to the parties and to the provost and vice president for Academic Affairs for review and action. If the provost and vice president for Academic Affairs does not accept the recommendation, the provost and vice president for Academic Affairs will provide a written explanation of any non-concurrence to the parties involved.

D. Deliberation

The hearing panel shall deliberate privately at the close of the fact-finding meeting. If a majority of the panel finds the allegations are supported by a preponderance of the evidence, the panel shall take any action which it feels would bring about substantial justice. The committee is not authorized to award a letter grade or to reprimand or otherwise take disciplinary action against any faculty member.

The provost and vice president for Academic Affairs shall be responsible for implementing the final decision.

E. Timeliness

All complaints must be filed within 45 class days after the incident being grieved occurred. "Class days" are defined as days when the University is open for classes or examinations. A response to the complaint must be filed within fifteen class days thereafter. These time lines may be adjusted if there are compelling reasons for delay offered by any of the parties. However, the grievance must still be initiated within the stated time frame of 45 class days after the alleged incident in order for the grievance to warrant review.

F. Complaints Filed with ICHE

Indiana Commission for Higher Education, as the federally-designated agency under the State Post-secondary Review Program, records formed complaints registered against institutions. The Commission, for the purposes of this program, only records such complaints when they have been reviewed fully under existing institutional complaint procedures without a satisfactory conclusion. The student should contact:

Indiana Commission for Higher Education
101 West Ohio Street - Suite 550
Indianapolis, IN 46204-1971
Telephone: 317/464-4400
Fax: 317/464-4410

Removal of a Student From Class

This information is taken from the Faculty Handbook and is provided here for information purposes.

Students are expected to conduct themselves in compliance with the Student Code of Conduct. If a faculty member finds it necessary to remove a student from a class or program, the following procedures will be followed:

A. For Class Period

1. A faculty member may dismiss a student from class without prior notification. A review of the circumstance for such action with the student should follow.
2. A student may appeal through the academic grievance procedure.

B. For Current Semester

1. A faculty member may recommend to the dean, in writing, that a student be removed from a class for the remainder of the current semester.
2. If the dean agrees, the chair will notify in writing within three class days the provost and vice president for Academic Affairs, the Counseling Center, the Student Financial Assistance Office, the Office of the Registrar, the student, and the student's advisor. The dean may attempt to mediate the condition between the student and the faculty member during that three-class-day-period. The dean should file a report with the provost and vice president for Academic Affairs noting his involvement up to this point, continuing questions, and recommendations, if any. Notification to the student shall include the class removed from, the reason for removal, the effective date, and an opportunity to appeal through the academic grievance procedure.
3. The student may appeal through the academic grievance procedure within five class days of notification.

C. Change of Status Within the School

1. The faculty member may make a recommendation to the dean in writing that a student be removed from an academic program.
2. If the dean agrees, the dean will notify in writing the provost and vice president for Academic Affairs, the Counseling Center, the Student Financial Assistance Office, the Office of the Registrar, the student, and the student's advisor. The dean may attempt to mediate conditions between the student and the faculty.
3. The student may appeal through the academic grievance procedure within five class days of notification.

D. Change of Status University-wide

1. Faculty member may make a recommendation to the dean, in writing, that University-wide sanctions be imposed on a student.
2. If the dean agrees, the dean will notify, in writing, the provost and vice president for Academic Affairs.
3. The dean will press charges following the procedures in the Student Code of Conduct.

INDEX

Academic Advisement	34
Academic Advising, Faculty	34
Academic and Community Outreach Services	263
Academic Excellence Award	17
Academic Facilities Fees	27
Academic Grievance	34, 217
Academic Information and Policies, Graduate	214
Academic Probation	33
Academic Programs	3, 53
Academic Progress	22, 33
Academic Skills	204
Academic Year	30, 214
Accounting and Professional Services	57
Accounting Course Descriptions	67
Accreditation and Memberships	2
ACHIEVE	204
ACT	6
Activities Programming Board	43
Administration and Faculty	271
Administrative Services Annex (North and South)	3
Administrative Systems/Business Education	
Course Descriptions	68
Administrative Withdrawal for Non-Attendance	30, 216
Admission	6
Admission Conditionally	6
Admission in Good Standing	6
Admission, Notice of	7
Admission Procedure	8
Admission Requirements for Radiologic Technology Program	166
Admission Requirements, Dental Assisting	148
Admission Requirements, Dental Hygiene	150
Admission Requirements, Health Services	153
Admission Requirements, Occupational Therapy	
Assistant Program	164
Admission Requirements, Respiratory Therapy	172
Admission Requirements, School of Nursing	144
Admission, Tentative Acceptance for	9
Admission to Department of Social Work	83
Admission to Graduate Studies	206
Admission to International Students	9
Admission to Nursing and Health Professions Programs	8
Admission with Distinction	6
Advanced Placement Program	10
Advanced Standing Requirements	242
Advertising Course Descriptions	109
Advertising Emphasis	106
Alcoholic Beverages and Illegal Drugs, Policy on	46
Alcoholic Beverages, policy on	46
Alumni and Volunteer Services, Office of	261
Anthropology	138
Anthropology Course Descriptions	138
Application Deadlines	9
Application Fee	28, 214
Application for Degree-School of Nursing	144
Application for Financial Assistance	13, 209
Application for Graduation	40
Application to Student Teaching	76
Applied Computer Science	63
Art	98
Art, All Grade K-12 Teaching	99
Art Course Descriptions	100
Art, Graphic Design Emphasis	98
Art, Illustration Emphasis	99
Art, Interactive Media Design Emphasis	99
Art-Music-Theatre	98
Art, Secondary Teaching	100
Art Studio	4
Art, Studio Emphasis	98
Assessment, Student	39
Associate Degree Programs in Business	64
Associate Majors	54
Associate of Science in Business	65
Associate of Science in Computer Information Systems	65
Associate of Science in Radiologic Technology	166
Associate of Science with a Major in	
Occupational Therapy Assistant	163
Athletic Scholarship	17
Athletics, Intercollegiate	50
Audio-Visual Equipment	265
Audit Fee	28
Audit Students	38
Auditing Graduate Classes	215
Baccalaureate Degree, Second	40
Baccalaureate Majors	53
Baccalaureate/Doctor of Medicine Scholarship	17
Bachelor of Arts Degree	97
Bachelor of General Studies	201
Bachelor of General Studies Program	263
Bachelor of Science Degree	97
Bachelor of Science in Health Services	153
Beginning Freshmen Admission	6
Biology	175
Biology Course Descriptions	176
Biology Curricula	175
Biophysics	199
Black Beauty Coal Chemistry Laboratory	4
Blackboard Course Management Software	266
Blazing Trails	43
Board of Trustees	3
Bower-Suhrheinrich School of Education	
and Human Services	75
Breakage Fee	28, 214
Brown Bag Seminars	205
BSN Program, Accelerated	145
Burleigh, William R. Media Resources Center	4
Business Administration	58
Business, Associate Degree Programs in	64
Business, Associate of Science in	65
Business Degree Requirements	56
Business Law Course Descriptions	68
Business, School of	55
Byron C. Wright Administration Building	5
Career Counseling Center	261
Career Services and Placement	261
Carter Hall	4
Center for Communal Studies	262
Central University Calendar	270
Ceramics Center	4
Certificate in Professional Accountancy, Post-Baccalaureate	66
Certification in Computer Information Systems,	
Post-Baccalaureate	66
Change of Academic Program	38
Change of Schedule Fee	28, 214
Chemistry	179
Chemistry Course Descriptions	181
Chemistry Teacher Certification	181
Child of Disabled or Deceased Veteran	18, 212

Child of Indiana Police Officer or Firefighter Killed in Line of Duty	18, 212
Child of POW/MIA	18, 212
Children's Center/Summer Enrichment Camp	264
Class Attendance	30, 216
Class Load	30
Class Schedules	34
Classification	31
College Achievement Program	263
College Entrance Examination Board	10
College Level Examination Program (CLEP)	10
College Study Strategies	6
Commencement Honors	40
Communications	104
Communications Course Descriptions	109, 110
Communications Majors	105
Communications Studies Course Descriptions	113
Computer and Multimedia Presentation	266
Computer Information Systems	60
Computer Information Systems, Associate of Science in	65
Computer Information Systems Course Descriptions	68
Computer Lab Fee	214
Computer Publishing Course Descriptions	110
Computer Publishing Emphasis	106
Computer Science Course Descriptions	69
Conditional Admission, Graduate Studies	207
Conditional Admission, Undergraduate	6
Conference and Meeting Planning	269
Conference Services	270
Contingent Fees	27
Continuing Education	263
Copy Center	269
Core Curriculum, University	51
Corporate Leadership Conference	43
Couch Meeting Room	4
Couch Renner Lecture Hall	4
Counseling Center	41
Course Numbering System, Graduate Studies	215
Course Numbers	30
Course Repeat Policy	37, 217
Creative Writing Concentration	116
Credit by Examination	10
Credit for Associate and Occupational Degree Programs	7
Criminal Justice	139
Criminal Justice Course Descriptions	139
Cumulative Grade Point Average	22, 210
David L. Rice Library	4
Day, Charles E. Learning Resource Center	3
Deans Scholarship	16
Decision Sciences Course Descriptions	70
Degree Audit Reporting System	34
Dental Assisting	148
Dental Assisting Admission Requirements	148
Dental Assisting Course Descriptions	149
Dental Assisting Curriculum	149
Dental Hygiene	150
Dental Hygiene Admission Requirements	150
Dental Hygiene Course Descriptions	151
Dental Hygiene Curriculum	151
Department of Physical Education	78
Department of Social Work	83
Department of Teacher Education	86
Departmental Examinations	11
Departmental Scholarships	15
Development, Office of	262

Dining Facilities	41
Diploma Form and Formal Application for Graduation	76
Directory Information	45
Disability Support	41
Dismissal	33
Distance Education	267
Distance Education Fee	28
Distance Learning	266
Distance Learning Fee	214
Distinguished Scholars Award	17
Division of Extended Services	201
Eagle Access Card	48
Eagle Access Card Replacement Fee	28
Early Childhood Education, Associate of Science Degree in	91
Economics	62
Economics Course Descriptions	71
Education and Human Services, Bower-Suhrheinrich School of	75
Education Center	4
Education Course Descriptions	92
Elementary Education	86
Elementary Student Teaching	77
Elimination from a Program	219
Employment, Student	18
Employment, University	15, 211
Encumbrance	220
Engineering	186
Engineering Course Descriptions	190
Engineering Curriculum	188
English	114
English as a Second Language	264
English Course Descriptions	116
English in the University Core Curriculum	114
Enrollment and Registration, Graduate Studies	215
Enrollment Certification	32
Enrollment in Degree or Certificate Program	22
Enrollment in Graduate Program	210
Enrollment Status/Credit Level	13, 209
Enrollment Status for Financial Aid, Graduate Studies	215
Evansville Center for Medical Education	263
Evening Student Services	41
Exceptions to the Completion Rate Rule	23
Executive Board Retreat	43
Exercise Science	78
Explosives	46
Extended Services	201, 263
Extended Services, Division of	201
Faculty Academic Advising	34
Faculty/Staff Training Lab and Testing Support	265
Fair, Robert J. Residence Life Center	5
Falsification or Misuse of Records	46
Family Educational Rights and Privacy Act	45
Federal Financial Aid Programs	14, 211
Federal Funds, Refunds and the Return of	25
Federal Pell Grant	14
Federal Student Aid, General Eligibility Requirements for	14, 211
Federal Supplemental Educational Opportunity Grant	14
Federal Work Study	14
Fees and Expenses, Graduate	213
Fees and Expenses, Undergraduate	27
Fees for Typical Student	29
Final Exam Schedule	38
Finance	61
Finance Course Descriptions	72

Financial Aid Programs, Federal	211	Graduate Studies Retention	216
Financial Aid Recipients, Institutional Refund Policy for	211	Graduate Studies School of Business Course Descriptions	245
Financial Aid, School of Nursing	144	Graduate Studies School of Liberal Arts Course Descriptions	252
Financial Aid Transcripts Required	212	Graduate Studies School of Nursing and Health Professions	254
Financial Assistance	13, 209	Graduate Studies, Special Student Guest Admission	208
Financial Assistance Appeals	24	Graduate Studies Student Load	215
Financial Assistance, Application for	13	Graduate Studies Time Limitation	216
Financial Assistance, Undergraduate	13	Graduation	33, 39, 220
Financial Responsibility	13, 209	Graduation, Application for	40
Fireworks	46	Graduation, General Requirements for	39
Food Service	265	Graduation Honors	40
Foreign Language Requirement, Bachelor of Arts or Associate of Arts	39	Graduation Honors, University Requirements for	40
Foreign Languages	119	Grants, University	15, 211
Forum Wing	5	Graphic Design	269
Foundation Scholarships, USI	19	Guidelines for Appeal Letters	24
French	119	Hamilton, Anna Lee Music Studio	4
French Course Descriptions	121	Health Professions Center	3
Fresh Start Program	32	Health Professions Course Descriptions	156
Freshman Seminar	6, 204	Health Professions Insurance	28, 214
GED Test Admission	8	Health Services Admission Requirements	153
Gender Studies	124	Health Services, Bachelor of Science in	153
General Eligibility Requirements for Federal Student Aid	211	Health Services Curriculum	154
General Student Policies	31, 217	Health Services Fee	28
General Studies Course Description	202	Higher Education Award	15
Geography	183	Historic New Harmony	265
Geography Course Descriptions	184	Historic Southern Indiana	265
Geology	183	History	125
Geology Course Descriptions	185	History Course Descriptions	125
Geosciences	182	Honors	40
German	119	Honors List	38
German Course Descriptions	122	Honors Program, University	49
Gerontology Course Descriptions	156	Hoosier Scholar Award	15
Good Standing	33	Humanities	129
Governors Hall	5	Humanities Course Descriptions	129
Grade Point Average	31, 217	Identification Card for Students	48
Grade Report	38	Illegal Drugs, Policy on	46
Grading System	31, 217	Immunization Requirements	48
Graduate Academic Fields	53, 206	Incompletes and Course Repeats	23, 210
Graduate Academic Information and Policies	214	Increases	29
Graduate Assistantship	212	Indiana Public Law 11-1194	242
Graduate Degree Programs	53, 206	Indiana-Kentucky Reciprocal Tuition Program	17
Graduate Fees and Expenses	213	Industrial Supervision	193
Graduate Financial Assistance	209	Information Technology Studies	202
Graduate Program, Enrollment in	210	Institutional Refund Policy for Financial Aid Recipients	24, 211
Graduate Schedule of Fees	213	Instructional Design and Online Course Development	266
Graduate Studies Accreditation and Affiliation	206	Instructional Fees	27
Graduate Studies, Admission to	206	Instructional Fees, Schedule of	27
Graduate Studies Bower-Suhrheinrich School of Education Course Descriptions	247	Instructional Technology Services	265
Graduate Studies, Conditional Admission	207	Intensive English	9
Graduate Studies Course Numbering System	215	Intercollegiate Athletics	50
Graduate Studies Enrollment and Registration	215	Inter-Fraternity Council	43
Graduate Studies Enrollment Status for Financial Aid	215	Inter-Greek Programming Council	43
Graduate Studies Fields of Study	221	International Programs and Services	41
Graduate Studies General Requirements	214	International Students Admission, Graduate Studies	207
Graduate Studies, International Students Admission	207	International Students, Admission to	9
Graduate Studies, Non-degree Status/ Special Student Admission	208	International Students, Health Insurance Requirements for	48
Graduate Studies, Office of	206	Interruption of Graduate Studies Program	216
Graduate Studies Pott School of Science and Engineering Course Descriptions	258	Intramural Recreational Sports Program	42
Graduate Studies Probation and Dismissal Policy	216	Japanese Course Descriptions	123
Graduate Studies Progress toward Degree	215	Journalism and Computer Publishing	105
Graduate Studies, Regular Admission Requirements	207	Journalism Course Descriptions	110
		Kleymeyer, Clifford and Ruth Lecture Hall	4
		Laboratory Fees	28
		Late Registration Fee	28, 214
		Latin Course Descriptions	123

Leadership USI	43	Nursing Course Descriptions	146
Liberal Arts	129	Nursing Program Curriculum, Baccalaureate	145
Liberal Arts and a Liberal Education	97	Nursing Scholarship Fund Program	15
Liberal Arts Center	4	Nutrition Course Descriptions	158
Liberal Arts Course Descriptions	130	O'Bannon, Frank Hall	5
Liberal Arts, School of	97	O'Daniel Apartments	5
Library	4, 267	O'Daniel Leadership Academy	42
Library, David L. Rice	4, 267	O'Daniel Student Service Center	5
Library Fines	220	Occupational Therapy	159
Library Services	267	Occupational Therapy Program	159
Limitation on Participation	18, 212	Occupational Therapy Course Descriptions	161
Literature Emphasis	114	Occupational Therapy Assistant, Associate of Science with a major in	163
Mallette, Helen Studio Theatre	4	Occupational Therapy Assistant Program, Admission Requirements	164
Management	61	Occupational Therapy Assistant Program Course Descriptions	164
Management Course Descriptions	72	Off-Campus Credit Courses	263
Marketing	62	Office of Alumni and Volunteer Services	261
Marketing Course Descriptions	74	Office of Development	262
Master of Arts in Liberal Studies	221	Office of Graduate Studies	206
Master of Business Administration	222	Office of Veterans Affairs	270
Master of Health Administration	225	Officers of the University	3
Master of Public Administration	227	One-Course Plan	18
Master of Science in Accountancy	228	Organizational and Professional Development Group	264
Master of Science in Education	229	Organizational Communication Studies	202
Master of Science in Education- Elementary Education Program	229	Orientation	11
Master of Science in Education- Secondary Education Program	230	Orr, Robert D. Center	4
Master of Science in Industrial Management	234	Other University Offices and Services	261
Master of Science in Nursing	237	Out-of-State Admission	6
Master of Science in Occupational Therapy	236	PAC	4
Master of Social Work	240	Panhellenic Council	42
Master's Degree, Second	220	Parking Fine	28, 214
Mathematics	194	Pass/No Pass Option	37
Mathematics Course Descriptions	195	Payment	29
Mathematics Degree Programs	194	Payment Plan Fee	214
Mathematics with Teacher Certification	195	Pell Grant	14
Matriculation Fee	28	Petition Procedures	220
Maximum Time Frame for Completion of Degree or Certificate Requirements	23	Philosophy	130
McDonald Apartments	5	Philosophy Course Descriptions	130
McDonald Recreational Building	5	Physical Activities Center	4
McDowell Miller, Cynderella Foreign Language Laboratory		Physical Education	78
Minor Programs	54	Physical Education Course Descriptions	80
Minority Teacher Scholarship	15	Physical Education, Department of	78
Mission Statement	1	Physics	197
Mitchell Auditorium	3	Physics Course Descriptions	198
Mitigating Circumstances	211	Physics Teacher Certification	197
Motor Vehicle Policy	47	Placement Testing	11, 204
Multicultural Center	42	Plagiarism	46
Music Course Descriptions	103	PLUS Loan	14
Music Performance Scholarship	17	Political Science	131
National Association of Purchasing Management	265	Political Science Course Descriptions	132
NBD Bank Meeting Room	4	Post-Baccalaureate Certificate Programs	53
Newman, Fred C. Hall	5	Pott School of Science and Engineering	175
News and Information Services, Office of	268	Pre-Law Curriculum	134
Noncredit Programs and Conferences	264	Pre-Professional Areas	179
Non-degree Status/Special Student Admission, Graduate Studies	208	Presidential Scholarship	17
Non-Resident Fees	27, 213	Print Journalism Emphasis	106
Non-Resident Grant, USI	17	Printing and Bindery	269
Notice of Admission	7	Printing Services, Office of	268
Notice of Student Rights	45	Printing Services Turnaround Time	269
Nursing	144	Probation	210
Nursing and Health Professions Programs, Admission to	8	Probation and Dismissal Policy, Graduate Studies	216
Nursing and Health Professions, School of	143	Procedures and Regulations for Students in Teaching Programs	75

Production Services	266	School of Business Minors	63
Professional Development and Business Services	264	School of Business Transfer-Credit Policy	56
Professional Education	92	School of Business Undergraduate Course Descriptions	67
Professional Preparation Program for All-Grade Education	91	School of Education and Human Services, Bower-Suhrheinrich	75
Program Planning, Student Participation in	34	School of Liberal Arts	97
Progress Toward Degree, Graduate Studies	215	School of Nursing Admission Requirements	144
Provisional Readmission	34	School of Nursing and Health Professions	143
Psychology	134	School of Nursing and Health Professions Admission and Progression Requirements	143
Psychology Course Descriptions	135	School of Nursing Application for Degree	144
Public and Professional Services	3	School of Nursing Financial Aid	144
Public Relations and Advertising	106	School of Science and Engineering, Pott	175
Public Relations Course Descriptions	111	School Social Work Specialization Program	245
Public Relations Emphasis	106	School, Family, and Children's Programs	264
Publishing Services Center	5	Science and Engineering, Pott School of	175
Radio and Television	107	Science Center	4
Radio and Television Course Descriptions	112	Science Teaching Major	199
Radiologic Technology and Radiologic and Imaging Sciences	165	Scripps-Howard Center for Media Studies	4
Radiologic Technology and Radiologic and Imaging Sciences Course Descriptions	170	Scripps-Howard Digital Arts Laboratory	4
Radiologic Technology Program, Admission Requirements for	166	Second Baccalaureate Degree	40
Radiologic Technology, Associate of Science in	166	Second Master's Degree	220
Readmission Procedures	32	Secondary Education	90
Reasonable Academic Progress	22, 210	Secondary Education Teaching Majors, Minors, and Endorsements	90
Recreation and Fitness Center	4, 42	Secondary Student Teaching	77
Refund Policy	28, 214	Servicemembers Opportunity College	9
Refunds and Special Fees	214	Social Science Associate Degree	139
Refunds and the Return of Federal Funds	25	Social Studies Teaching Certification	140
Regional Heritage Development	265	Social Work, Admission to	83
Regular Admission Requirements, Graduate Studies	207	Social Work Course Descriptions	84
Regulations	215	Social Work, Department of	83
Religious Life	42	Sociology	136
Renner Meeting Room	4	Sociology Course Descriptions	136
Replacement of Eagle Access Card Fee	18, 214	Sodexo Services	41
Required Minimum Completion Rate	23	Southern Indiana Japanese School	264
Required Test	6	Spanish	120
Reserve Officers Training Corps	202, 263	Spanish Course Descriptions	123
Reserve Officers Training Corps Course Descriptions	202	Special Course Fee	28
Residence Life	42	Special Education	86
Residence, Transfer, and Extension Credit	215	Special Events	269
Respiratory Therapy	172	Special Events and Scheduling Services	269
Respiratory Therapy Admission Requirements	172	Special Events Office	269
Respiratory Therapy Course Descriptions	173	Special Fees	28
Respiratory Therapy Curriculum	173	Special Student	7
Retention, Graduate Studies	216	Special Student Guest Admission, Graduate Studies	208
Retirees, Programs for	9	Spouses and Retirees, Programs for	9
Rice, David L. Library	4	Spouses, Programs for	9
RN to BSN Program of Study	145	Stafford Loan	14
RN to MSN Program of Study	146	Standards of Progress	33
RN to MSN Program	238	State of Indiana Financial Aid Programs	15
ROTC	202, 263	State of Indiana Student Aid Eligibility	15
ROTC Course Descriptions	202	Student Activity Fee	28
Safety and Security	269	Student Assessment	39
Sales and Solicitations, Policy on	46	Student Development Programs	42
SAT	6	Student Employment	18, 212
SAT II	10	Student Government Association	43
Schedule Changes	35, 217	Student Health Center	43
Schedule of Fees, Graduate	212	Student Life	41
Schedule of Instructional Fees	27	Student Load, Graduate Studies	215
Scheduling Services	269	Student Overload	30
Scholarships, Grants, and Employment, University	15, 211	Student Policies	45
Scholarships, University	15, 211	Student Publications	44
School of Business	55	Student Records	37
School of Business Advisement and Graduate Requirements	55	Student Reservations Office	270

Student Rights and Responsibilities	284	Vocational Rehabilitation Education Assistance	15
Student Right-to-Know Act, Current Status of	39	Weapons	46
Student Services Fees	27	Withdrawal from a Semester/Term	36, 219
Student Teaching and Laboratory Experiences	76	Workshop Credits	219
Student Teaching, Application to	76	Wright, Byron C. Administration Building	5
Student Teaching, Elementary	77	Writing Concentration	116
Student Teaching, Secondary	77	Writing Concentration Certificates	116
Student Wellness	44	Writing Emphasis	115
Students, General Behavior of	45	WSWI	44
Study Abroad Opportunities	9		
Successful Completion Rate	210		
Supervised Teaching Fee	214		
Supplemental Instruction	204		
Suspension	210		
Teacher Education, Department of	86		
Teacher Licensing Policy	97		
Teacher Licensure	76		
Teaching Areas	90		
Teaching Programs, Procedures and Regulations for Students in	75		
Technology Center	4		
Technology Fee	28		
Technology Training and Testing Services	267		
Teleconferencing	266		
Tentative Acceptance for Admission	9		
Theatre Arts Course Descriptions	103		
Theatre/Drama Scholarship	17		
Time Limitation, Graduate Studies	216		
Torrington Science Research Laboratory	4		
Torrington Wing	4		
Transcript Fee	220		
Transcripts	32		
Transcripts, Request Official	32		
Transcripts, View Unofficial	32		
Transfer Credit	7, 23, 210		
Transfer Student Admission	7		
Transfer Students	7, 209		
Transition to Teaching-Elementary	231		
Transition to Teaching-Secondary	233		
Transportation and Parking Fee	28		
Tri-State World Trade Council	265		
Trustees	3		
Tutoring	204		
Undergraduate Academic Information and Policies	30		
Undergraduate Admission Requirements and Procedures	6		
Undergraduate Degree Program	53		
Undergraduate Degrees Offered	39		
University Center	4, 270		
University Conference Center	4		
University Core Curriculum	51		
University Division	204		
University Division Advising	204		
University Facilities	3		
University Honors Program	49		
University of Southern Indiana	1		
University Scholarships, Grants, and Employment	211		
University Services Fee	28		
USI Theatre and Rehearsal Studio	4		
Validating Course Work	216		
Veteran Affairs, Office of	40, 270		
Video Rentals	267		
Videoconferencing Services	266		
View Unofficial Transcript	32		