

IU Northwest Bulletin 2014-16

Overview

Electronic bulletins are updated on the same schedule and in accordance with the same regulations as Indiana University Northwest's print bulletins (every 2 years).

While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, courses, or other matters.

Indiana University

When you become a student at Indiana University, you join an academic community internationally known for the excellence and diversity of its programs. With 1,000 degree programs, the university attracts students from all 50 states and around the world. The full-time faculty numbers more than 6,000 and includes members of many academic societies such as the American Academy of Arts and Sciences, the American Philosophical Society, and the National Academy of Sciences.

Indiana University was founded at Bloomington in 1820 and is one of the oldest and largest institutions of higher education in the Midwest. It serves nearly 120,000 students on eight campuses. The residential campus at Bloomington and the urban center at Indianapolis form the core of the university. Campuses in Gary, Fort Wayne, Kokomo, New Albany, Richmond, and South Bend join Bloomington and Indianapolis in bringing an education of high quality within reach of all of Indiana's citizens.

Faculty

The IU Northwest resident faculty numbers 172 men and women. They are assisted in their teaching responsibilities by associate faculty drawn from neighboring academic institutions, area businesses, local government, and not-for-profit agencies.

All resident faculty at IU Northwest have academic appointments from Indiana University. Their conditions of employment, rank, salary, fringe benefits, teaching and research expectations, and promotion are the same as their colleagues in respective departments at all Indiana University campuses.

The faculty of IU Northwest has its own faculty governance body, based upon a constitution written from principles embodied in the *Indiana University Academic Handbook*. Committees established by this faculty organization guide the conduct of the academic program at IU Northwest in a tradition that encourages individual faculty members to recommend policy in all areas affecting their interests and those of their students.

Students

The student body at IU Northwest numbers more than 6,000 persons working toward certificates and associate, bachelor's, and master's degrees. Of that number, more than 480 are enrolled in graduate studies.

The rich economic, cultural, and racial diversity of the northwest region of the state of Indiana is found on the campus. About 76 percent of the students reside in Lake County; 17 percent reside in Porter County; and 4 percent reside in Jasper, Newton, LaPorte, and Starke Counties. Students, therefore, come with family backgrounds in steel and related industries, government agencies, service industries, the professions, and farming. With respect to the rich cultural and racial composition of the region, approximately 53 percent of the students are Caucasian, 19 percent are African American, 16 percent are Latino, and 12 percent are other groups. About 85 percent of the students at IU Northwest work full or part time while pursuing their education at the university. About 30 percent of the students enrolled at the campus are 26 years of age or older.

Alumni Services

The Alumni Office was established on the IU Northwest campus in 1967 when the IU Alumni Association staffed the local office with a field representative. There is now a full-time Alumni Relations Director to serve the alumni and students of Indiana University. The Office of Alumni Relations provides programming, maintains records, publishes communications, and provides services to those who are members of the IU Northwest Alumni Association, the Northwest Chapter of the IU Alumni Association, and the Neal-Marshall Club.

Mission

The mission of Indiana University Northwest, a regional campus of Indiana University, is to provide a high-quality and relevant education to the citizens of Northwest Indiana, the most diverse and industrialized area of the state. The institution strives to create a community dedicated to the pursuit of knowledge and intellectual development, leading to undergraduate and selected graduate degrees in the liberal arts, sciences and professional disciplines. The campus is strongly dedicated to the value of education, lifelong learning, diversity, celebration of cultures and opportunity for all, as well as to participating in the sustainable economic development of the region and of the state. Indiana University Northwest is committed to the health and well-being of the communities it serves.

Vision

We are IU in Northwest Indiana, providing personal, affordable and life-changing education, to advance the social, economic and civic health of the region. Through our diverse working and learning environment, we help build lives and communities.

Values

We, the students, faculty, staff, and alumni of IU Northwest, value:

Our unique identity as Indiana University in Northwest Indiana;

Academic excellence, characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement;

The complete richness and dignity of the human family in all of its diversity;

Supporting aspirations of the individual and community;

The contributions of all of our constituencies;

An environment conducive for learning, self-examination, and personal growth;

Graduates prepared for life-long learning, ethical practices, successful careers, and effective citizenship; and

Collaboration with other educational institutions, external partners, and the Northwest Indiana community.

History

IU Northwest is the result of growth and change that began in 1921 when the university offered its first formal classes in Lake County as part of a program sponsored by the Gary Public School System. Under various names and in various locations, Indiana University has been serving the needs of higher education in northwest Indiana ever since.

In 1932 Indiana University initiated the Calumet Center in East Chicago; and by 1939, through funds granted by the state legislature and the federal government, the Calumet Center was serving students in a building in Tod Park on a site donated by the City of East Chicago.

When Gary College was founded in 1933, Indiana University discontinued classes in Gary except for a few advanced courses. But in 1948, at the request of the Gary School Board, the university assumed the management of Gary College, which became the Gary Center of Indiana University. Gary Center classes were held after school hours and in the evenings at the Horace Mann High School until 1949, when all the main facilities of the center were moved to the commercial wing of the City Methodist Church, a move that allowed for a considerable expansion of the center's program. In 1955, with approval from the Gary Board of Park Commissioners, the Common Council of the city authorized the sale of 27 acres of Gleason Park to Indiana University for the purpose of establishing a Gary Center campus (the present site of IU Northwest). In May of 1959, the first classes were held in the new location.

Recognizing the growth of such centers and the increasing demands for higher education throughout the state, Indiana University in 1963 reorganized its various "extension" centers into regional campuses, and the Gary Center and the Calumet Center became the Northwest Campus of Indiana University. Soon after this reorganization, the first degree programs were authorized, and the Northwest Campus became a four-year college. The first commencement was held at the Northwest Campus in June of 1967. In 1968, the IU Board of Trustees changed the name of the Northwest Campus to IU Northwest.

Facilities, Maps, and Directions

Campus and Buildings

The campus of IU Northwest in Gary is adjacent to 240 acres of wooded park land, much of which, as currently developed, includes municipal playing fields, baseball diamonds, and golf courses. The city of Gary has already given 32.8 acres of this park property to Indiana University for the campus. The Gleason Park site is bounded on the north by an interstate expressway (I 80-94), on the east by a major north-south artery (Broadway-Indiana 53), on the west by the Gleason Park Golf Course, and on the south by residential housing. The northeast and northwest corners of the 240-acre tract lie adjacent to expressway cloverleaf exchanges east and west.

Seven of the buildings used by IU Northwest are located on the 27-acre main campus site. The buildings are Raintree Hall, a classroom/office building and the Moraine student union building, which were put into operation in 1969; Hawthorn Hall, a four-story classroom/office building, which was occupied in 1976; and the John W. Anderson Library/Conference Center completed in the spring of 1980. A three-story science/laboratory building, Marram Hall, opened in 1991, and the Savannah Center, which houses an art gallery, auditorium, health club and bookstore, opened in 2000. In 2006, the University dedicated the new Dunes Medical/Professional Building. Adjacent to the campus is a building for divisional, departmental, and faculty offices. Two other structures contain university offices, research offices, and campus support services. There are also a greenhouse and physical plant facilities.

Maps and Directions

IU Northwest is conveniently located in Gary, Indiana. We're easy to get to—just minutes from I-90, I-80/94, I-65, US-12, and US-20.

The Library

The John W. Anderson library provides access to multiple information sources and services in support of student learning and faculty research. Along with the book collections of 250,000 volumes and 250,000 government publications, the library has access to 180 online abstract or full-text journal databases, an online catalog of all IU libraries, online catalogs of local public and university libraries, 30,000 electronic journals, online encyclopedias, and biography and statistics databases. The building's variety of seating, attractive furniture and colorfully decorated walls, vistas presented by many windows, with Information Commons, CyberCafe, and Coffeehouse Café, combine to provide a pleasant, comfortable place for individual and group study, research, and socializing. The Library has a Reference Service help Desk staffed the 7 days per week the Library is open. Special purpose areas include the Calumet Regional Archives, the Northwest Indiana Center for Data and Analysis, a Geographic Information System (GIS) Lab, the Federal Government Depository Collection, the Lake County Central Law Library and the Community Grants Information Collection. Through the IU Northwest library, students have access to the 7 million volumes and 26 million other materials of the other IU libraries. Books and journal articles in the Bloomington, Indianapolis, and other regional campus libraries can be obtained quickly for students and faculty

through the IU Northwest System Services (Interlibrary Loan) Office.

The Calumet Regional Archives collects, preserves, and makes available records of local organizations and individuals that document the history of Indiana's Calumet Region (Lake and Porter Counties) for use by students, scholars, and the general public. There are more than 5,000 cubic feet of these documents, preserved for the education and enjoyment of future generations. The Northwest Indiana Center for Data and Analysis provides regional and subregional economic, demographic, health, environmental, and other data to businesses and nonprofit and community organizations. The Geographic Information Systems (GIS) Lab provides software and assistance for creating spatial maps. The Community Grants Information Collection and Foundation Center Cooperating Collection provide materials and databases for grantseeking.

Accreditation

IU Northwest is accredited for its undergraduate and graduate programs by the Higher Learning Commission [30 North LaSalle Street, Suite 2400, Chicago, Illinois, 60602-2504, (800) 621-7440] as an Academic Quality Improvement Program (AQIP) institution and as a member of the North Central Association (NCA). AQIP is one of the accreditation paths offered by the Higher Learning Commission and is based on principles of continuous improvement. The credentials of the NCA, a voluntary certification agency made up of member institutions in 19 states, are accepted on an equal basis by similar agencies in other parts of the United States and in foreign countries.

Contact Information

Indiana University Northwest
3400 Broadway
Gary, IN 46408
888-YOUR-IUN (888-968-7486)

Campus Information and Switchboard

The Campus Information and Switchboard number is the appropriate place to secure information about the campus at large. Well-informed staff can answer general inquiries or direct callers to the appropriate offices in the university. For campus information, call (219) 980-6500 or **1-888-YOUR-IUN** (888-968-7486).

Centers & Institutes

Center for Innovation and Scholarship in Teaching and Learning

The IU Northwest Center for Innovation and Scholarship in Teaching and Learning (CISTL) provides leadership, encouragement, and support for quality teaching and learning. CISTL's professional development activities, services, collaborations, and investigations are designed to invite, value, and reward faculty excellence in teaching.

CISTL is one of the eight teaching centers in the IU System and participates in a Centers' Network, which ties it very closely to the technological and pedagogical goals of the entire university.

In addition to promoting the scholarship of teaching and learning, CISTL contributes to the academic excellence goals of the campus by delivering high quality professional development activities,

Three major thrusts of the Center to improve teaching and learning are: instituting quality online course offerings taught by faculty who are professionally trained to design and deliver engaging, collaborative, and technologically appropriate learning experiences for their students; increasing active learning and collaborative classroom strategies; and effectively integrating technology into instruction.

The Center meets these goals through internal and external collaborations with Academic Affairs, the Faculty Organization and several of its committees, Instructional Technology, and the Faculty Colloquium on Excellence in Teaching (FACET).

Center for Urban and Regional Excellence

The Center for Urban and Regional Excellence engages Indiana University Northwest and the community in partnerships that jointly formulate programs and policies to support thriving Northwest Indiana communities. The center works collaboratively with organizations in all sectors to address challenges and co-create solutions in diverse areas including economic development, government efficiency, nonprofit leadership development, public safety, transportation policy, environmental sustainability, health disparities, and arts and culture.

Academic Programs

IU Northwest offers courses equivalent to those offered by Indiana University at all its campuses throughout the state. Courses mentioned in this bulletin as prerequisites or recommended courses but not described herein may be courses offered on other Indiana University campuses. Students should consult their advisors or other bulletins in the IU series for information about those courses.

The academic programs at IU Northwest include more than 1,000 sections offered in the College of Arts and Sciences, College of Health and Human Services, School of Business and Economics, School of Education, and Medical Sciences.

Degree Programs include Associate Degrees, Certificate Programs, Bachelor's Degrees, and Master's Degrees. In addition Overseas Study Programs and Summer Sessions are available.

Associate Degrees

- A.S. Health Information Technology
- A.S. Labor Studies
- A.S. Radiography

Bachelor's Degrees

- B.A. Afro-American Studies
- B.A. Anthropology
- B.A. Biology
- B.A. Chemistry
- B.A. Communication
- B.A. Economics

- B.A. English
- B.A. Fine Arts
- B.A. French
- B.A. Geology
- B.A. History
- B.A. Mathematics
- B.A. Philosophy
- B.A. Political Science
- B.A. Psychology
- B.A. Sociology
- B.A. Spanish
- B.A. Theatre
- B.F.A. Bachelor of Fine Arts
- B.G.S. Bachelor of General Studies
- B.S.W. Bachelor of Social Work
- B.S. Actuarial Science
- B.S. Biology
- B.S. Business
- B.S. Chemistry
- B.S. Computer Information Systems
- B.S. Criminal Justice
- B.S. Dental Hygiene
- B.S. Elementary Education
- B.S. Environmental Science
- B.S. Geology
- B.S. in Health Information Administration
- B.S. Health Services Management
- B.S. Informatics
- B.S. Labor Studies
- B.S. Mathematics
- B.S. Nursing
- B.S. Psychology
- B.S. Public Affairs
- B.S. Radiologic Sciences
- B.S. Secondary Education

Master's Degrees

- M.B.A. Master of Business Administration
 - Concentration: Management and Administrative Studies
- M.L.S. Master of Liberal Studies
- M.P.A. Master of Public Affairs
 - Concentrations:
 - Criminal Justice
 - Health Services Administration
 - Non-profit Management
 - Public Management
- M.S. in Clinical Counseling with Specialization in Drug and Alcohol Counseling
- M.S. Educational Leadership
- M.S. Elementary Education
- M.S. Secondary Education
- M.S.W. Master of Social Work
 - Concentrations:
 - Health
 - Mental Health and Addictions
 - School Social Work

Certificate Programs

- Accounting (post-baccalaureate)
- Community Development and Urban Studies (post-baccalaureate)
- Computer Information Systems (post-baccalaureate)
- Dental Assisting
- Environmental Affairs (graduate)
- General Studies
- Labor Studies
- Management (graduate)
- Nonprofit Management (graduate)
- Public Affairs
- Public Health
- Public Management (graduate)
- Public Safety
- Race-Ethnic Studies (post-baccalaureate)
- Women's and Gender Studies

Summer Sessions

In addition to the regular session, Indiana University Northwest regularly offers summer sessions. These sessions are for students who want to study on the graduate level, to supplement courses taken during the regular year, or to speed up the completion of university study. They also allow high school graduates to enter the university immediately and to continue their education without interruption. Admission, orientation, and testing can thus be completed before the fall semester opens. Students admitted to the College of Health and Human Services may be required to enroll in summer session courses. These students should consult with their program directors for further information.

Overseas Study Programs

Indiana University Program

Credit earned in overseas study programs sponsored by Indiana University or participated in by Indiana University on a consortium basis is considered Indiana University credit, not transfer credit. Consequently, university scholarships and loans are applicable to fees for these programs. Credit usually satisfies Indiana University degree requirements and meets the senior residency requirement. Programs are not restricted to language majors. Indiana University's programs include academic year programs in Bologna (Italy), Canterbury (Britain), Hamburg (Germany), Jerusalem (Israel), Lima (Peru), Madrid (Spain), Nagoya (Japan), Paris (France), São Paulo (Brazil), Seoul (South Korea), Aix-en-Provence (France), and Zomba (Malawi); semester programs in Beijing (China), Belize, Hangzhou (China), Leiden (Netherlands), St. Petersburg (Russia), Ljubljana (Slovenia), London (Britain), Maastricht (Netherlands), Moscow (Russia), Rennes (France), Rome (Italy), Rotterdam (Netherlands), Seville (Spain), and Singapore; summer programs in Costa Rica, Dijon (France), Florence (Italy), Graz (Austria), Guanajuato (Mexico), St. Petersburg (Russia), Quebec (Canada), Salamanca (Spain), and Mexico City (Mexico).

Other Study-Abroad Programs

Overseas study programs sponsored by institutions and organizations other than Indiana University are of varying

quality. University policy on the acceptability of transfer credit from such programs is as follows:

- Transfer credit will be granted in accordance with usual Indiana University policy for credit earned in programs administered by a regionally accredited U.S. college or university or by a foreign institution that is recognized by the Ministry of Education of the country as a university-level institution.
- Transfer credit will similarly be granted for university-level course work completed at institutions or agencies that have been officially evaluated by Indiana University.
- Transfer credits may in certain cases be granted for university-level course work completed at nonaccredited overseas institutions and agencies that have not been evaluated by Indiana University but for which an academic record with grades is issued, but the maximum quantity will be 1 Indiana University credit hour for each 2 credit hours (or the equivalent) appearing on the transcript of the institution or agency. In many cases, despite the issuance of a transcript, no transcript credit will be granted.
- No credit will be granted for work completed in programs for which no grades or transcripts are issued.

Other Policies

- In all transfer cases, the quantity of credit awarded by Indiana University will never exceed the number of credit hours that can be earned at an Indiana University campus in the same amount of time.
- Many courses completed in study abroad programs fall into a sequential pattern among Indiana University departmental offerings. In all cases where sequential-type courses are involved, the respective academic departments may at their discretion require examinations before any transfer is granted.
- In order to avoid misunderstanding, students who plan to participate in overseas study programs that are not sponsored by Indiana University are strongly urged to consult their major departments or schools before making any commitment.
- None of the preceding affects in any way the procedures for establishing credit by examination outlined in this bulletin.

For further information, contact the campus international programs coordinator in the Department of Modern Languages.

Admissions

- The Office of Admissions is one of several offices on campus for prospective students to begin learning about the university.
- Students may secure admissions applications, academic brochures, and other information about admissions and enrollment.
- Prospective students may talk with an admissions counselor and be given a tour of the campus, which can provide students the opportunity to meet with professors in their area of interest.
- Application Priority Dates:
 - Fall Semester: July 1

- Spring Semester: December 1
- Summer Session I: April 1
- Summer Session II: June 1

Office of Admissions
IU Northwest
Hawthorn Hall 100
3400 Broadway
Gary, IN 46408-1197
(219) 980-6991

Contact the Office of Admissions for additional contact information.

Early Start Program Admission

Qualified high school seniors and juniors may be given permission to enroll in appropriate on-campus freshman courses while completing their high school courses. Students may qualify for early admission under the following conditions:

1. Complete the Early Start Program application.
2. Have the application signed by the school principal or guidance counselor.
3. Submit an official high school transcript showing at least a cumulative grade point average of 3.0 on a 4.0 scale (a B average) and standardized test scores.

Dual Credit/Concurrent Enrollment

IU Northwest has partnered with many high schools and the 21st Century Scholar Program in northwest Indiana to offer dual credit/concurrent enrollment programs. These programs offer high schools juniors and seniors an opportunity to earn college credit when enrolled in designated high school courses. For more information, contact your high school guidance counselor or the Office of Admissions at 219/980-6991 or www.iun.edu/admissions.

Undergraduate Admissions

Applications

Each freshman applicant must submit the following:

1. The completed undergraduate admission application (online application preferred)
2. An official high school transcript
3. An application fee (or fee waiver if applicable)

Application Process for Freshman Students

Each freshman applicant must submit the following:

1. The completed undergraduate admission application (online application preferred)
2. An official high school transcript plus official college transcripts if dual credit has been earned with a C or better.
3. SAT/ACT scores if current high school senior or those who have been out of high school for less than one year (or within one year of when should have graduated if GED recipients)
4. A \$35 application fee (or 21st Century Scholar or SAT/ACT fee waiver if applicable)
5. AP Credit by examination scores, if applicable

6. Criminal Activity Disclosure statement, if applicable
7. DD214 and other military transcripts, if veteran (for credit granting purpose only)

IU Northwest supports the State of Indiana Core 40 curriculum. Indiana residents graduating from high school in 2011 or thereafter must complete Core 40 to satisfy the minimum requirement for admission. Out-of-state applicants are expected to complete an equivalent college preparation curriculum. Students not completing Core 40 can prove they are prepared to succeed in college coursework by successfully completing at least twelve credit hours of college-level courses with at least a "C" average or at least the equivalent in each course and applying to IU Northwest as a transfer student.

Indiana University has adopted the following admissions policies to insure that undergraduate students are prepared for university work. Applicants for admission to Indiana University will be expected to meet the following criteria.

Persons applying for admissions to degree programs should have graduated from a state-accredited high school and completed, before they matriculate, the following 40 credits:

1. Eight credits of English, including a balance of literature, composition and speech.
2. Six credits of social studies, including U.S. history, world history/civilization, economics, U.S. government
3. Six credits of math including four credits of algebra and two credits of geometry or an equivalent six credits of integrated algebra and geometry
4. Six credits of laboratory science, including biology, chemistry or physics, or integrated chemistry-physics
5. Five credits in some combination of world languages, fine arts or career-technical
6. Two credits of physical education and one credit of health
7. Six elective credits which are recommended to be of college-preparatory nature

If the requirements of an out-of-state applicant's high school diploma preclude satisfying these course requirements, then alternate college-preparatory courses may be substituted where necessary.

Applicants are expected to have at least a cumulative GPA of 2.0, rank in the top half of their class (if applicable), and have SAT or ACT scores that meet or exceed the median score for high school students in the region we serve. Applicants who are deficient in some of the standards listed above (excluding the Core 40) may be admitted on a probationary status after further consideration of academic abilities, motivation, and maturity.

Any denied student will be referred to the Director of Academic Success and Achievement Programs for information on the Reach Program in conjunction with Ivy Tech Community College.

Students without a high school diploma may submit a GED certificate showing an average score of at least 50 (before January 1, 2003) or 500 (after January 1, 2003).

Transfer Students

Each transfer applicant must submit the following:

1. The completed undergraduate admission application (online application preferred)
2. Official transcripts from every college/university attended.
3. Official high school transcript if less than 26 hours of college level has been successfully completed with a "C" or better
4. SAT/ACT scores if out of high school for less than one year (or within one year of when should have graduated if GED recipients)
5. AP Credit by examination scores, if applicable
6. A \$35 application fee
7. Criminal Activity Disclosure statement, if applicable
8. DD214 and other military transcripts, if veteran (for credit granting purpose only)

Applicants for admission as a transfer student must be in good standing with their previous college(s) and have a cumulative GPA of at least a 2.0 on a 4.0 scale.

Transfer applicants must request and submit official transcripts from ALL regionally accredited colleges/universities attended. IU Northwest accepts electronic transcripts directly from the institution or through secure transcript agencies such as the National Student Clearinghouse. IU credit will not be given at a future date for credit previously earned from a school that is not listed at the time of application.

IU Northwest accepts credit from regionally accredited institutions for college level courses in which the student has received a grade of C or better. Institutional test credit and courses graded pass/fail or credit/no credit without an associated grade are not transferable. In general, there is no time limit for transferability of credit; however, some departments have established time limitations for transferring specific courses due to their nature. The initial equivalency of credit is processed by the Office of Admissions, based on the Indiana Core Transfer Library, articulation agreements, or previously determined equivalencies by the faculty. A student has the right to appeal the initial conversion of credit by contacting the department faculty chair and providing additional proof of equivalency, such as syllabus, course content and textbook information.

A list of courses that will transfer among Indiana public college and university campuses can be found at Indiana Core Transfer Library, <http://www.transferin.net/CTL.aspx>

Visiting Students

Visiting applicants do not intend to seek a degree at IU Northwest (or any Indiana University campus) but want to earn academic credits at IU Northwest for a limited period of time, usually one semester, to transfer to their home institution. *These students are not eligible for financial aid.*

Each applicant must submit the following:

1. The completed admission application (online application preferred)
2. An official college/university transcript showing good standing with a "C" or better or a letter from

the school indicating good academic standing; a transcript showing completion of a bachelor degree; GED or high school transcript showing average or above average achievement

3. A \$35 application fee
4. Criminal Activity Disclosure statement, if applicable

Adult Non-Degree Seeking Students

This admission status is designed to serve adults who do not want to earn a degree at this time, but want to earn academic credits. *These students are not eligible for financial aid.*

An adult nondegree student may be admitted upon submission of the following:

1. The admission application. (online Preferred)
2. An official high school transcript or GED showing average or above average achievement or a transcript showing completion of a bachelor degree. *Note:* The applicant who is not eligible for regular admission will also be denied admission in this category.
3. \$35 application fee

International Applicants

All non-United States citizens and those educated in countries other than the United States who want to study any program at any level are required to complete the online application as an international applicant for Admission. The online application, along with a \$65 application fee, must be completed and appropriate educational records, must be forwarded to the IU Northwest Office of Admissions, where it will be evaluated and processed in coordination with International Services at the Bloomington campus. For more information, please contact the Office of Admissions at 219/980-6991.

Intercampus Transfer Students

Students attending other IU campuses who which to transfer temporarily or permanently to IU Northwest do not need to apply through the Office of Admissions and should complete the online Intercampus Transfer Form at <https://www.iupui.edu/~moveiu/moveiu.html>.

Veteran/Military Students

In granting credit on the basis of education gained through military service, schools, and experience, IU Northwest Office of Admissions follows the American Council on Education's Guide to Evaluation of Educational Experiences in the Armed Services.

To receive credit for your military service background, you must submit copies of your official discharge (DD214), AARTS, SMARTS, Community College of the Air Force, university/college, or Defense Language Institute transcript.

Indiana University Northwest limits academic residency to no more than twenty-five percent of the degree requirements for undergraduate degrees for **active-duty service members** as part of the Servicemembers Opportunity Colleges Consortium. Academic residency can be completed at any time while active-duty service members are enrolled. Reservists and National Guardsmen on active-duty are covered in the same manner. Students must contact an academic advisor to

create a plan for accommodating the need to activate the waiver in order to maintain the integrity of their Indiana University degree. The IU Northwest School of Nursing is excluded from Consortium membership and so not bound by these rules.

Notice of Admission Status

All applicants who follow the guidelines will receive notification of their admission status within 2 weeks of the receipt of all materials. *Admission to an academic division as a pre-major does not indicate admission into the program, i.e., Pre-Nursing, Pre-Dental Education, Pre-Radiography or Pre-Radiologic Science, or Pre-Health Information Management students must submit a departmental application to and be admitted into the program by the respective departments.*

Some freshman students who are unable to meet regular admission requirements may, after additional testing and counseling be admitted into Guided Studies /Critical Literacy where they will be required to enroll in skill-building courses. Students in this category will be required to satisfactorily complete these courses before they are admitted to an academic division.

Placement Testing

The university requires that all new students not transferring in college level English or math take placement tests before academic advising. This ensures that students are placed in courses commensurate with their academic abilities. Appointments are required and can be scheduled online through the Placement Testing Center or by calling (219) 980-6830. Students who have had four years of a foreign language in high school are encouraged to take the Foreign Language Placement Test. Tests are offered in French, German, and Spanish and permit the awarding of advanced and special credit. There is a \$12.90 fee for each test.

New Student Orientation

New Student Orientation is mandatory for all new freshmen and transfer students. Programs are offered before the start of fall (multiple sessions during the summer), spring and summer terms and are designed to make the student's transition into IU Northwest more efficient and effective. Students will have an opportunity to learn more about financial aid, parking, student accounts, academic support services, student life, and the how-to's of being a successful student. Academic advising and registration will also be available. Parent sessions are available. Reservations can be made through New Student Orientation or by contacting the Office of Admissions (219) 981-4348.

Graduate Programs

Students seeking graduate degrees must apply directly to the specific academic unit that awards the desired degree. Each college or school that awards graduate degrees has its own admission policies and procedures. The appropriate dean or graduate advisor must officially approve a student's enrollment in graduate courses. If students register for graduate credits without school approval, they do so without assurance that credit for such work may be applied toward fulfilling requirements for an advanced degree.

Nondiscrimination Policy

Indiana University is committed to equal opportunity for all persons and provides its services without regard to gender, age, race, religion, ethnicity, sexual orientation, veteran status, or disability. The university director of affirmative action is responsible for carrying out the affirmative action program for units in central administration. In addition, there is an affirmative action officer on each campus who develops and administers the program locally.

To consult with the 504 coordinator of issues of students with disabilities at IU Northwest, contact the Office of Student Support Services, (219) 980- 6798. The coordinator of Title IX for Women's Rights and Issues at IU Northwest is housed within the Office of Affirmative Action, (219) 980-6705.

Determining Resident Status

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

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

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

1. "Residence" as the term, or any of its variations (e.g., "resided"), as used in the context of these Rules, means the place where an individual has his or her permanent home, at which he or she remains when not called elsewhere for labor, studies, or other special or temporary purposes, and to which he or she returns in seasons of repose. It is the place a person has voluntarily fixed as a permanent habitation for himself or herself with an intent to remain in such place for an indefinite period. A person at any one time has but one residence, and a residence cannot be lost until another is gained.

a. A person entering the state from another state or country does not at that time acquire residence for the purpose of these Rules, but except as provided in Rule 2(c)¹, such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.

b. Physical presence in Indiana for the predominant purpose of attending a college, university, or other institution of higher education, shall not be counted in determining the 12-month period of residence; nor shall absence from Indiana for such purpose deprive a person of resident student status.

2. A person shall be classified as a "resident student" if he or she has continuously resided in Indiana for at least 12 consecutive months immediately preceding the first scheduled day of classes of the semester or other session in which the individual registers in the University, subject to the exception in (c)¹ below.

a. The residence of an unemancipated person under 21 years of age follows that of the parents or of a legal

guardian who has actual custody of such person or administers the property of such person. In the case of divorce or separation, if either parent meets the residence requirements, such person will be considered a resident.²

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

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

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

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

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

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

a. The residence of a student's parents or guardians.

b. The situs of the source of the student's income.

c. To whom a student pays his or her taxes, including property taxes.

d. The state in which a student's automobile is registered.

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

5. The fact that a person pays taxes and votes in the state does not in itself establish residence, but will be considered as hereinbefore set forth.

6. The registrar or the person fulfilling those duties on each campus shall classify each student as resident or nonresident and may require proof of all relevant facts. The burden of proof is upon the student making a claim to a resident student status.

7. A Standing Committee on Residence shall be appointed by the president of the university and shall include two students from among such as may be nominated by the student body presidents of one or more of the campuses of the university. If fewer than four are nominated, the president may appoint from among students not nominated.

8. A student who is not satisfied by the determination of the registrar has the right to lodge a written appeal with the Standing Committee on Residence within 30 days of receipt of written notice of the registrar's determination, which committee shall review the appeal in a fair manner and shall afford to the student a personal hearing upon written request. A student may be represented by counsel at such hearing. The committee shall report its determination to the student in writing. If no appeal is taken within the time provided herein, the decision of the registrar shall be final and binding.

9. The Standing Committee on Residence is authorized to classify a student as a resident student, though not meeting the specific requirements herein set forth, if such student's situation presents unusual circumstances and the individual classification is within the general scope of these Rules. The decision of the committee shall be final and shall be deemed equivalent to a decision of the Trustees of Indiana University.

10. A student or prospective student who shall knowingly provide false information or shall refuse to provide or shall conceal information for the purpose of improperly achieving resident student status shall be subject to the full range of penalties, including expulsion, provided for by the university, as well as to such other punishment which may be provided for by law.

11. A student who does not pay additional monies which may be due because of his or her classification as a nonresident student within 30 days after demand, shall thereupon be indefinitely suspended.

12. A student or prospective student who fails to request resident student status within a particular semester or session and to pursue a timely appeal (see rule 8) to the Standing Committee on Residence shall be deemed to have waived any alleged overpayment of fees for that semester or session.

13. If any provision of these rules or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of these rules which can be given effect without the invalid provision or application, and to this end the provisions of these rules are severable.

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

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

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

Financial Information

Basic Costs

Expenses for attending Indiana University Northwest for an academic year, including in-state fees for 30 credit hours, books, and supplies, total approximately \$8,500. Expenditures for clothing, travel, entertainment, and personal items are not included in this estimate.

Fees

Tuition and fees are determined by the Indiana University Board of Trustees and are subject to change by action of the trustees. Students are advised to consult the fee schedule section of the campus or the Indiana University Northwest Office of the Bursar Web site (www.iun.edu/bursar/) to determine the current fees and due dates for any given semester.

Deferment Plans

In accordance with Indiana University Northwest's commitment to provide quality education at a reasonable cost, deferment plans are offered to eligible students. Eligibility is based on the total amount of a student's assessed tuition and fees for a semester and past payment history with the university. To participate in a deferment/payment plan, the minimum amount due on your bill must be paid by the due date. The minimum amount due consists of approximately 25-35 percent of the total bill. A deferment fee is charged for this service. During the fall and spring semester, up to 4 payments can be made. During the summer semester, up to 3 payments can be made. Each payment must be made by the pre-

determined due dates for each semester. Contact the Office of the Bursar for specific details.

Refund of Student Fees

When a student withdraws from a course or courses, a refund will be made for most courses involved according to the refund policy stated in the campus *Schedule of Classes*. Full refund of fees is given only during the first week of classes. Students are advised to consult the Indiana University Northwest Office of the Bursar Web site at www.iun.edu/bursar/ or contact the Office of the Bursar for more detailed information regarding the refund of student fees.

Special Credit

During the first two regular semesters following matriculation at Indiana University, tuition charges are waived for undergraduate students who earn credit for courses by examination; however, a modest recording fee may be assessed. A reduced per credit hour fee is assessed to undergraduate transfer students the first regular semester following matriculation at Indiana University. Students who do not qualify for the previous two fee schedules will be assessed the credit hour fees at the appropriate resident or nonresident rate applicable on the date of payments. Students will pay an initial exam fee before the exam is given. Each academic unit determines in which courses, if any, special credit by examination may be earned.

Financial Aid & Scholarships

In addition to developing local scholarship assistance programs, Indiana University Northwest participates in the full variety of federal and state-sponsored programs. The financial aid program serves students from diverse parts of society. Every student who applies for financial aid and has demonstrated financial need is assured some type of financial assistance.

In order to be considered for financial assistance, a student must submit a Free Application for Federal Student Aid (FAFSA). The application can be completed on line at www.fafsa.ed.gov/. The FAFSA applications should be completed by March 10 for the following academic year to meet the state grant deadline.

Financial assistance, in various forms, is available for students attending any Indiana University campus. Because scholarship and grant funds are limited, the student's entire need for funds cannot always be met from these sources. Therefore, several types of financial aid may be combined to meet the student's financial need. It is not uncommon for a student, particularly with a large financial need, to receive assistance in the forms of scholarships, grants, loans, and employment earnings, or some combination of these sources.

Scholarships

Most scholarships are awarded on the basis of the applicant's academic achievement and potential for college success. Some scholarships also require demonstrated financial need.

Local Scholarships

Scholarship funds, established and provided by individuals, organizations, business, industry, and other private organizations in the area, are available to students attending IU Northwest. These may be offered in addition to the scholarships awarded by the university which can be viewed at the Office of Financial Aid and Scholarships, Scholarships page.

Children of Veterans, Law Enforcement Officers, and Firefighters

Indiana residents who are children of disabled or wounded veterans, who are children of missing-in-action or prisoner-of-war veterans of Vietnam, or who are children of law enforcement officers or firefighters killed in the line of duty are eligible for a partial fee remittance. Inquire at the Office of Financial Aid and Scholarships at IU Northwest.

Federal College Work-Study Program

The federal government has provided funds to stimulate and promote part-time employment of students in institutions of higher education. To be eligible for this program, students must be enrolled during the semester in which they wish to be employed. The student must also verify a need for financial assistance. Under this program, employment is limited to an average of 20 hours per week whenever regular classes are in session.

Federal Direct Student Loans

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education (the Department) rather than a bank or other financial institution. Students must meet general guidelines for eligibility for federal aid, and must be enrolled at least half time. Repayment begins six months after the student completes the program or is enrolled below a half-time status. Graduate students may be eligible for up to \$20,500 per year in the Federal Direct Student Loan Program. If graduate program official costs of attendance exceeds the Direct Loan limit, credit-worthy students may borrow the additional amount up to cost of attendance in the Graduate PLUS Program.

Federal Pell Grants

The federal Pell Grants program provides financial assistance to those who need it to attend post-secondary educational institutions. Grants are intended to be the "floor" of a financial aid package and may be combined with other forms of financial aid in order to meet the full cost of education. The amount is determined by the student's and/or the family's financial resources.

Federal Direct PLUS Loan (Parents' Loans for Undergraduate Students)

The PLUS loan allows parents to borrow on behalf of their dependent undergraduate children who are enrolled at least half time. Loans to parents of dependent undergraduate students are made for up to the full cost of the student's education less the student's financial aid.

Federal Perkins Loan

The federal government established this program to provide long-term loans at low-interest rates to students enrolled in 6 credit hours or more. An applicant must verify need for financial assistance and is required to maintain good academic standing. No interest accrues during the time of enrollment. Repayment may be made over a 10-year period at 5 percent interest beginning 9 months after the borrower ceases to be enrolled in at least 6 credit hours. These funds are extremely limited.

Federal Supplemental Educational Opportunity Grants

All undergraduate students admitted to the university are eligible for this award on the basis of high financial need. The amount of the grant is determined by the student's financial need for funds. First preference must be given to Federal Pell Grant recipients.

Vocational Rehabilitation

A person with a disability may qualify for financial assistance through the Vocational Rehabilitation Program. Application must be made directly to the Vocational Rehabilitation Division in the student's area.

Federal Direct Graduate PLUS Program

Graduate or professional students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS Loans.

Satisfactory Academic Progress

To be eligible to continue to receive any Federal, State of Indiana, or IU Northwest financial aid, a student must demonstrate satisfactory academic progress (SAP) toward an approved certificate or degree. The financial aid SAP standards may differ from requirements set forth by IU Northwest academic schools and departments. The measure of SAP must include all college course work attempted at IU Northwest and elsewhere. SAP is applied to all attempted courses that appear on the student academic transcript, whether or not financial aid was received for all attempted courses. SAP is monitored once a year, at the end of the spring semester. Students are expected to understand the SAP policy and comply with it.

To demonstrate SAP, students are expected to earn credit for at least 67 percent of the credits they attempt. Students are therefore not eligible to receive any further financial aid once they have attempted 150 percent of the credits that are needed to complete their particular academic program. In addition, undergraduate students must maintain a 2.00 cumulative grade point average and graduate students must maintain a 3.0 cumulative grade point average.

Students who fail to meet the Satisfactory Academic Progress policy are considered not meeting SAP and are no longer eligible for financial aid. A student can appeal their SAP status through the Office of Retention Initiatives. Students not meeting SAP will be sent an email informing them of the steps they need to take in order to submit a SAP appeal. Complete appeals must

consist of the appeal form completed and signed by both academic advisor and student, along with all relevant documentation.

Withdrawing after the Awarding of Financial Aid

Should a student withdraw from a class or classes, once financial aid has already been credited to the student's bursar account for the dropped class or classes, some recalculation of the financial aid may be necessary. Students should *always* consult with a Financial Aid Counselor *before* withdrawing from any class or classes, especially once financial aid has already been credited to the student's bursar account.

Policies & Procedures

The Student's Responsibility

All colleges establish certain academic requirements that must be met before a degree is granted. These regulations concern such things as curricula and courses, majors and minors, and campus residence. Advisors, directors, and deans will always help a student meet those requirements, but the student is responsible for fulfilling them. At the end of a student's course of study, the faculty and the Trustees of Indiana University vote upon the conferring of the degree. If requirements have not been satisfied, the degree will be withheld pending adequate fulfillment. *For that reason it is important: (1) for students to acquaint themselves with all regulations and remain informed throughout their college careers; and (2) for students to realize that while IU Northwest establishes certain minimum standards that apply to its students, other standards may be established by its various academic divisions. Therefore, students should refer to the appropriate section(s) of this bulletin for a more complete statement of academic policy.*

Academic Standing

Candidates in Good Standing for Baccalaureate

Degrees Students are considered to be candidates in good standing for an Indiana University baccalaureate degree when their academic grade point averages are not less than a C (2.0) average for the last semester's work and when the cumulative average is not below this same level.

Class Standing

Class standing is based on the number of credit hours completed: freshman, fewer than 26; sophomore, 26-55; junior, 56-85; senior, 86 or more.

Student Load

Students may register for a single course or for a full-time college program. Students who register for 12 or more credit hours per semester (12 or more across the summer sessions) are full-time students. It is not recommended that a person employed full time take more than 6 credit hours of academic work during each regular semester, either in residence or in absentia, or more than 3 credit hours in each summer session.

Students who expect to graduate in four academic years, not counting summer sessions, should carry at least 15 credit hours during each semester of the regular academic year. Except with special permission from the College/

School, a student is not permitted to carry more than 17 credit hours.

Chancellor's List

Students carrying 12 letter-grade credit hours or more who earn a 4.0 grade point average for the semester are placed on the Chancellor's List. Part-time students enrolled in a degree or certificate program will be placed on the Chancellor's List provided they carry 12 letter-grade credit hours or more during the regular academic year (August to May) and earn a 4.0 grade point average.

Dean's List

Students carrying 12 letter-grade credit hours or more who earn a 3.3 grade point average or higher for the semester are placed on the Dean's List. Part-time students enrolled in a degree or certificate program will be placed on the Dean's List provided they carry 12 letter-grade credit hours or more during the regular academic year (August to May) and earn a 3.3 or higher grade point average.

Absence

Illness is usually the only acceptable excuse for absence from class. Absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. The instructor will report a student's excessive absence to the chairperson of the academic division in which the student is majoring.

A student who misses a final examination and who has a passing grade up to that time may be given a grade of Incomplete until the instructor or the division chairperson has had an opportunity to review the reason for the absence.

Dismissal

Students are dismissed from the university when they have ceased to make adequate progress toward their degrees. A student who has failed to earn a C average in any two semesters and whose cumulative average is below 2.0 is considered to be making insufficient progress toward the degree. A student earning less than a D average (1.0) for a semester, and whose cumulative grade point falls below a C (2.0) average, is dismissed by the academic unit. **If this is the first dismissal, the student may be reinstated to the university after attending a two-hour workshop.** Depending on the academic program, a student who has been reinstated by petition may be required to earn more than a C average in order to be considered to be making satisfactory progress toward the degree.

Probation

Students are placed on probation whenever their cumulative grade point average is below 2.0. They are also placed on academic probation for the duration of the regular semester following the one in which they fail to make a C average. The ramifications of probation on a student's status at the University depend upon the academic unit in which the student is enrolled. Students who are placed on probation should discuss it with their academic advisor as soon as possible, to learn what is necessary to be allowed to continue with the academic program.

Reinstatement

Dismissed students must remain out of their academic program for at least one regular semester during or after which they may petition their academic divisions for reinstatement. Reinstatement after a second dismissal will rarely be approved.

Applications for reinstatement must be received no later than **August 1 for the fall semester, December 1 for the spring semester, April 1 for the first summer session, and May 1 for the second summer session.** Those dates serve as a general guideline, but students should check with the appropriate academic unit office for special unit deadlines.

Academic Forgiveness Policy

Undergraduate students who have not attended Indiana University for at least two years, are pursuing their first bachelor's degree, and are returning to IU Northwest for the fall semester, 2010 or later, may request academic forgiveness. Forgiveness means that all grades earned during the term(s) in question will not be counted in the calculation of the program GPA. The grades will remain on the student's official transcript and will count in the IU GPA. Academic forgiveness may be requested for no more than two terms of IU Northwest coursework. Two consecutive summer sessions may be considered a single academic term for purposes of this policy. The petition must be submitted upon application for admission to a degree-granting unit. If the student has not yet been admitted to a degree-granting unit, the student should submit a notification of intent to petition for academic forgiveness as part of the academic advising process. Academic forgiveness may be invoked only once in a student's academic career. Academic forgiveness is inapplicable to any grades issued as a result of academic dishonesty. Academic forgiveness petition forms are available from your academic school or division.

Beginning with the Fall 2010 semester, after approval of the Academic forgiveness petition, the original grades will remain on a student's academic record (official and unofficial transcripts), but the GPA and hours earned calculations will be adjusted appropriately in the Program statistics.

Academic forgiveness does not impact/change the Indiana University earned hours or GPA calculations. The policy does impact the Student Program statistics in order to provide academic units at IU Northwest with statistics that support awarding an IU Northwest degree(s). Academic forgiveness is campus-specific. Semesters forgiven at IU Northwest need not be forgiven at any other IU campus. Academic forgiveness only applies to students who have not completed a bachelor's degree. Invocation of academic forgiveness does not preclude a student using other available, course-specific grade replacement options, subject to each academic unit's rules and procedures. The Academic Forgiveness Policy does not circumvent any specific additional admissions or grade policies by particular schools/divisions.

On the Degree Progress report, a text statement will be placed above the semester approved for forgiveness that reads: "Academic courses for this term are forgiven by IU Northwest, mm/dd/yyyy." In addition, under each course forgiven, there will be a text statement that

reads: "Attention: No Academic Program Credit or GPA (Forgiven)."

Attendance and Course Commitment Policy

Attendance and active participation in courses are key factors for academic success. Students who do not attend their classes and who do not complete their assignments in a timely manner are less likely to successfully complete their courses. At the discretion of the academic department, students who do not attend the first scheduled week of classes and who have not made prior arrangements with their instructor may be subject to administrative withdrawal. At the discretion of the faculty, students who miss more than 50% of their class meetings and/or who do not actively participate in their enrolled classes during the first four weeks of the fall or spring semesters may be subject to administrative withdrawal from their courses. Students may be administratively withdrawn regardless of their class level or standing. Courses in which the Attendance and Course Commitment Policy applies are approved by the academic department and applies to all sections. The Office of the Registrar will maintain and publish a list of courses that have been approved to enforce the Attendance and Course Commitment Policy. In courses in which this policy applies, notice of the Attendance and Course Commitment Policy, including a definition of active participation, must be included in the course syllabus. Students must be informed that administrative withdrawal may have an impact on their financial aid awards and/or student visa status. Students who are administratively withdrawn from their courses after any refund period will not be eligible for a tuition refund.

Addition of Courses after Semester Start

No student is permitted to enroll in any regularly scheduled course or for any additional hours of credit in any course after the first week of a semester or session unless the instructor of the course approves that an exception be made and the request is approved by the student's advisor.

Withdrawals from Courses

A student may withdraw from a course during the first 10 weeks of the semester (fifth week of a summer session) and will receive a grade of W. After the tenth week (fifth week of a summer session), the grade shall be W or F as determined by the instructor.

At any time during the semester, the student may secure a Schedule Adjustment Form from the registrar's office. A completed form must be submitted to the registrar's office within seven days from the date of issuance in order for the change to be valid. The effective date of the form for grading and refund purposes will be the date of processing in the registrar's office.

Withdrawals during the automatic W period require the signatures of the student and the academic advisor. After the automatic withdrawal period, a student may withdraw only with the permission of his or her dean. This approval is given only for urgent reasons relating to extended illness or equivalent distress. To qualify for the grade of W, a student must be passing the course on the date of

withdrawal. If the student is failing, the grade recorded on the date of withdrawal will be F.

Students who alter their original class schedules, whether by personal incentive or by university directive, must do so officially by the procedure outlined above. Students who do not assume this responsibility are jeopardizing their records by the possibility of incurring an F in a course not properly dropped or not receiving credit in a course improperly added.

Students who simply stop attending classes without formally withdrawing will jeopardize their student status, will become liable for repayment of all federal financial aid and tuition and fees.

Grades

The official grading system of the university is as follows: A, B, C, D, F, I (Incomplete), W (Withdrawn), P (Passed), S (Satisfactory), R (Deferred Grade), and FX (Failure Removed from GPA Calculations). The University Faculty Council has passed a resolution that permits the use of plus and minus grades. The faculty council has also established a formula that attaches varying weights to these grades in computing grade point averages: A+ or A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; F = 0.0.

The legislation was framed in general terms and applies to instructors teaching graduates and undergraduates on all campuses of Indiana University. Within the policy, individual instructors and academic units can elect to require its faculty to assign

1. only straight letter grades;
2. any combination of plus, minus, and straight letter grades; or
3. Pass/Fail in clinical or other phases of course work, or to permit individual students in specified courses to elect Pass/Fail options.

The weights assigned by the registrar will be those specified above. It is the responsibility of the academic unit to adopt procedures for electing options, implementing the decision, and announcing its decision to faculty and students.

The quality of a student's work is indicated by the following grades:

- A = Unusual degree of academic excellence
- B = Above average achievement
- C = Average achievement
- D = Passing work but below desired standards
- F = Failure in a course
- S = Satisfactory
- P = Passed (Pass/Fail Option)
- W = Withdrawn
- I = Incomplete
- R = Deferred Grade
- FX
- Credit by Examination
- Veterans Credit
- Grade Appeals

Withdrawn

The grade W is given when the student, with the approval of the academic advisor, officially withdraws during the

first 10 weeks of a semester or the first four weeks of a summer session. Thereafter, it is given only when the student withdraws with the approval of the instructor and the division chairperson and if the student is passing on the date of withdrawal.

Passed (Pass/Fail Option)

Students may elect to take one course each semester with a grade of P (Pass) or F (Fail), with a maximum of two such courses each school year, including summer sessions. The student must exercise the election of this option within the first three weeks of the semester or first two weeks of the summer sessions. Required courses and courses used to meet concentration requirements may not be taken under this option. The responsibility for approval, as well as special regulations affecting the option, rests with the chairperson of the student's College/School under procedures that the division establishes. A grade of P is not counted in the cumulative grade point average, but a grade of F is included. A grade of P cannot be subsequently changed to a grade of A, B, C, or D.

Satisfactory

Certain courses are offered under the S/F grading policy. Credits earned with the grade S count toward graduation but are not computed in the grade point average. In any course in which the grade S is used, the only other grade permitted will be F.

Deferred Grade

Used on the final grade report, the R indicates that the nature of the course is such that the work of the student can be evaluated only after two or more terms. The grade R is appropriate only so long as there is work in progress. The deferred grade procedure can be used only with approval of the academic unit and the willingness of the student to take the extended course before receiving a grade.

Removal of a Deferred Grade At the end of the second term of a deferred grade course, the instructor will submit the student's grade for the last term on the grade sheet for that term and/or send a Removal of Deferred Grade Card through the office of the student's school to the registrar's office.

If work is interrupted because of extenuating circumstances, a special arrangement between student and instructor must be made on a term-to-term basis. If a student drops out of a course before the work is complete, the instructor must assign a regular grade (A, B, C, W, etc.) for the course.

Incomplete

The grade I may be given only when the work of the course is substantially completed and when the student's work is of a passing quality. When an Incomplete is assigned, a record must be maintained in the department in which the grade was given. The record will include the reason for recording the Incomplete, the course number and hours of credit, the signature of the instructor, and a guide for its removal, with a suggested final grade in the event of the departure or extended absence of the instructor from the campus.

The time allowed for the removal of an Incomplete is one calendar year from the date of its recording, however the

chairperson of the student's College/School may authorize adjustment of this period in exceptional circumstances. By assigning an Incomplete, the instructor implicitly authorizes and requires the I to be changed to an F at the end of the appropriate time period, if that instructor does not otherwise act to remove the I. The registrar will automatically change the I to an F at the end of the appropriate time period. A grade of Incomplete may be removed if the student completes the work within the time limit or if the student's chairperson authorizes the change of the Incomplete to W. Students may not reregister in a course in which they have a grade of Incomplete.

FX

This grade marking is defined in the student transcript as representing an F grade in a course that has been removed from GPA calculations by a subsequent retake of the course. The policy pertains only to undergraduate students. The policy of re-enrollment pertains only to a course in which an F was previously received. A grade of D, or any other grade, cannot be improved via this policy. In retaking the course the student must receive a regular letter grade of A, B, C, D, F, P, or S to change the original F to an FX. The grades of W or I will not qualify for removal. Students wishing to repeat a course in which they received an F must secure the approval of the chairperson of their division prior to repeating the course. The course in which the student re-enrolls should be the same course in which an F was previously received.

The FX policy has the following limitations:

1. A student may exercise the FX option for no more than three courses totaling no more than 10 credits.
2. A student may use the FX option only once for a given course.

Credit by Examination

The student may receive credit for certain courses by specific scores on College Board Achievement (AP) Tests; by specific scores on College-level Examination Program tests (CLEP); by specific scores on International Baccalaureate (IB) tests; by outstanding performance on advanced placement examinations given before the beginning of each academic year in French, German, and Spanish; and by successful performance on appropriate examinations while at Indiana University. Students who believe they are eligible for special credit because of superior preparation or independent study are urged to accelerate their college programs in this manner. Please see the Office of Admissions for more details.

Where credit by examination is awarded by the university, that credit will be recorded simply with the grade S on the student's transcript unless the examination clearly merits an A grade. Failure to pass the examination carries no penalty and is not recorded. See "Special Credit" under "Financial Information."

Veterans Credit

Veterans of military service are eligible for academic credit as a result of their military training and experience. The university follows the provisions of the American Council on Education (ACE) *Guide for the Evaluation of Educational Experiences in the Armed Services* in granting credit. In general, this provides that a student who has completed from six months to one year is eligible

for 2 credit hours, equivalent to first- year ROTC; and a veteran of more than one year is eligible for 4 credit hours, equivalent to two years of ROTC, and 2 credit hours for one year of freshman physical education, less any physical education or basic ROTC credit previously earned. Additional credit as may be justified is awarded for special training programs. Copies of official discharge or separation papers or transcripts must be submitted as a basis for granting credit. The Office of Admissions administers evaluation of service credit.

Students attending the university with educational assistance from the G.I. Bill should note that for full- time monthly payment 12 hours of credit must be taken. Three-quarter-time benefit is paid for 9 to 11 hours of credit; half time consists of 6 to 8 credit hours or the equivalent.

Grade Appeals

Academic units should not consider petitions for change of grade from concluded courses older than 5 years. Academic units may choose to use a shorter time period than the campus limit. For the situation where a student believes there was an error in the calculation or assigning of a course grade or they are seeking a withdrawal, it is the responsibility of the student to contact the course instructor to discuss the grade and make his or her case to have the grade changed. If the course instructor declines to support the student's request for a change of grade or in situations where the instructor cannot be contacted, the student may appeal the course grade following the procedures established by the awarding academic unit.

The Change of Grade Request requires course information (course title, semester taken) and a reason for the requested change. Additional documentation to substantiate the reason may be required. If the student's performance or withdrawal was medically related, the student should provide appropriate supporting documentation. Decisions on grade changes are made within the schools. If the request is supported, the school will notify the Office of the Registrar of the new grade. If the request is denied, students will be so notified by the school. The student may then appeal to the Academic Affairs Committee of the Faculty Organization.

General Education Requirements Undergraduate Programs

The following general education principles guide the achievement of excellence in undergraduate education at IU Northwest. They describe university level capabilities, knowledge across disciplines, awareness of diversity and ethics that we believe every graduate of an IU Northwest baccalaureate degree program should attain. These principles embrace learning experiences that prepare students for lifelong learning, ethical practices, successful careers, and effective citizenship. The courses required to fulfill the General Education Program will vary depending upon the specific major that the student chooses. Each academic division has incorporated specific general education courses into the degree requirements to insure that the following five principles and their learning outcomes are achieved.

Principle 1 Foundations for Effective Learning and Communication

Fluency in reading, writing, and oral communication; mastery of the basic principles of logical, mathematical,

and scientific reasoning; and literacy in information resources and learning technologies.

Reading and Writing - Students will:

- Read actively and critically, analyzing and evaluating a writer's ideas and assumptions, use of illustrations, examples and evidence, and the effectiveness of the structure and style of challenging written texts.
- Analyze and evaluate the relationship between a writer's central purpose in a text and the rhetorical means-ethical, emotional, and logical-used to advance that purpose.
- Use the writing process as a tool of inquiry to discover, explore, test, and develop ideas.
- Draft and revise written texts that provide readers with effectively organized and clearly integrated support-in the form of illustrations and examples, relevant and sufficient data, and other pertinent sources of information and ideas-of a well-formulated thesis.
- Incorporate the words and ideas of others correctly and effectively, as support of the text's thesis.
- Edit written texts for clarity and appropriateness of style, precision of language, and correctness in grammar and punctuation, and adhere to the expectations of an appropriate documentation style.

Oral Communication - Students will:

- Demonstrate a clearly defined purpose through an effective delivery of oral presentations that manifest logical organization, proper grammar, appropriate word choices, and coherent sentence structure.
- Present a central idea, clearly reasoned arguments, and an audience-centered perspective that takes account of communicative differences across cultures.
- Engage in ethical practices that include citation of credible sources.
- Demonstrate effective use of media and technologies that enhance the presentation.

Logical Reasoning outcomes appear among outcomes in domains 1, 2, 4 and 5.

Mathematical Reasoning - Students will:

- Use mathematical models such as formulas, graphs, tables to draw inferences.
- Represent mathematical information symbolically, visually, numerically, and verbally.
- Demonstrate the ability to effectively use arithmetic, algebraic, geometric, logical and/or statistical methods to model and solve real world problems.

Scientific Reasoning - Students will:

- Demonstrate the ability to identify and explain how scientific theories are formulated, tested, and validated.
- Demonstrate the ability to integrate and apply scientific methods which include defining parameters of problem, seeking relevant information, subjecting proposed solutions to rigorous testing, and drawing conclusions based on the process.

Information Literacy - Students will:

- Determine the nature and extent of the information and the information sources needed.
- Access the information efficiently from a diverse set of information sources.
- Evaluate the information sources critically and incorporate selected information into papers and projects.
- Utilize information sources ethically and effectively document and communicate acquired information to accomplish a specific purpose.

Learning Technologies Literacy - Students will:

- Use appropriate technologies as a tool to solve problems and to accomplish given tasks.
- Demonstrate the ability to use and learn new technologies.
- Use computer and other technologies effectively and appropriately to communicate information in a variety of formats.
- Use appropriate technology resources to identify and evaluate information, create and transfer knowledge.

Principle 2 Breadth of Learning

Mastery of the core concepts, principles, and methods in arts and humanities, cultural and historical studies, the social and behavioral sciences, and the mathematical, physical, and life sciences.

Arts and Humanities - Students will:

- Articulate how intellectual traditions from diverse parts of the world shape present cultures.
- Demonstrate an understanding of a broad range of significant literary, philosophical, historical, linguistic, or religious works and approaches.
- Demonstrate an understanding of how the fine, performing or creative arts contribute to many aspects of human experience.

Cultural and Historical Studies - Students will:

- Demonstrate knowledge about diverse cultures and societies.
- Demonstrate knowledge of the experiences and worldviews of groups defined by ethnicity, race, social class, language, religion, age, gender, sexual orientation, or disabilities.
- Analyze the interconnectedness of global and local concerns or explain how political or historical processes shape civilizations.

Social and Behavioral Sciences - Students will:

- Explain the methods of inquiry used by social or behavioral scientists.
- Explain behavior using social or behavioral science theories and concepts.
- Explain the factors that influence how different societies organize themselves or how individual differences influence various spheres of human activity.

Mathematical, Physical and Life Sciences - Students will:

- Use mathematical models such as formulas, graphs, tables to draw inferences.

- Represent mathematical information symbolically, visually, numerically, and verbally.
- Use arithmetic, algebraic, geometric, logical, and/or statistical methods to model real world problems.
- Recognize and understand how scientific theories are formulated, tested, and validated.
- Approach problems using scientific methods, which include: defining parameters of problem, seeking relevant information, subjecting proposed solutions to rigorous testing, and drawing conclusions based on the process.

Principle 3 Critical Thinking, Integration, and Application of Knowledge

Logical analysis and synthesis of information and ideas from multiple perspectives; critical acquisition, integration, and application of knowledge in students' intellectual, personal, professional, and community lives.

Students will:

- Raise vital questions and problems, formulating them clearly and precisely
- Gather and assess relevant information, using abstract ideas to interpret it effectively
- Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards
- Think open-mindedly about alternative systems of thought or beliefs, recognizing and assessing, as need be, their assumptions, implications, and practical consequences; and
- Communicate effectively with others in figuring out solutions to complex problems

IU Northwest students should be able to apply these skills within their disciplines.

Principle 4 Diversity

Valuing the diversity of human experience, as exemplified in race, ethnicity, social class, language, religion, gender, sexual orientation, age, or disabilities; understanding how these categories are often used to create injustice; recognizing our common human heritage and the interconnectedness of communities in the region, the nation, and the world.

Students will:

- Demonstrate understanding of cultural diversity in a variety of contexts.
- Demonstrate understanding of the relationships between social structures, social justice, and human rights.
- Demonstrate understanding of racial minority experiences and diverse worldviews and the manner in which they shape U.S. culture and the world.

Principle 5 Ethics and Citizenship

The application of the principles of ethics and governance to the larger society, one's immediate community, and to individual conduct on campus and in society.

Students will:

- Demonstrate the ability to reason ethically and apply ethical principles when making decisions.
- Demonstrate an awareness of the responsibilities and roles of being a citizen and strategies for being involved in a democratic society.

Writing Competencies

Student writing at IU Northwest is expected to reflect the following basic competencies:

1. The purpose of the writing should be evident; the directions of the assignment followed appropriately.
2. Topics need to be narrowed to a manageable scope.
3. Ideas should be stated clearly and thoroughly discussed: the reader shouldn't have to infer meanings. Information presented should be accurate and complete.
4. The tone, diction, and structure of the writing should reveal a sense of audience.
5. Material should be organized and presented in a sensible manner.
 - An introduction should lead the reader smoothly into the body of the writing.
 - Adequate transitions should be used to connect ideas as they develop in the writing.
 - Support paragraphs should stay with the main point of the writing and relate clearly to each other.
 - A summary or conclusion will often be necessary to reemphasize the writer's central idea and attitude.
6. A thesis should be present (or clearly implied) which shows the writer's point of view and/or purpose, and all material in the writing must be relevant to that thesis. Various rhetorical strategies should be used to advance that thesis. (Examples of such strategies could include cause and effect, comparison and contrast, definition, process, analysis, persuasion, illustration, classification, description, and narration. Skills such as hypothesis testing and summary recall should be exhibited when appropriate.)
7. Sentences should be fluent and clear on first reading. Their construction should be varied, their form concise.
8. Word choice should be varied and accurate in denotation and connotation. Word choice should reflect awareness of audience and purpose. (For example, use of first person, jargon, or contractions in many instances is allowable, at other times not.)
9. Grammatical and mechanical errors should be avoided. These errors would include
 - Shifts in verb tense, improper verb endings, lack of agreement between subject and verb.
 - Failure of pronouns to agree with their antecedents and unclear pronoun references.
 - Sentence structure errors, which would include fragments, run-ons, and comma splices.
 - Punctuation errors such as incorrect use or omission of commas, apostrophes, quotation marks, and end marks.
 - Capitalization errors.
10. Attention should be paid to misspellings of common words and/or frequent misspellings of difficult words.

11. The writing should be accessible and neat, showing a sense of the importance of presentation.

12. Students must understand that plagiarism includes using another person's words, ideas, or information without proper citation. (See *Code of Student Rights, Responsibilities, and Conduct*) Instructors will supply students with preferred citation formats or direct them to reference works.

These basic competencies do not preclude other criteria depending on the instructor's standards, the circumstances of the writing, or the nature of the assignment.

Emergency Closings

Occasionally, Indiana University Northwest is forced to close because of weather emergencies. In the case of severe storms that occur overnight, every effort is made to assess conditions early enough in the day to notify the mass media of a campus closing in time to alert students, faculty, and staff members before they set out for the campus. In periods of very bad winter weather, students are urged to monitor northwest Indiana radio stations for closing announcements as well as Indiana University Northwest's Web page (www.iun.edu).

Graduation Procedures

Degree Requirements

Each Program sets its own degree requirements. Students, therefore, should be sure that they are fully informed as to the requirements of the College/School from which they expect to receive their degree.

Students are responsible for understanding all requirements for graduation and for completing them by the time they expect to graduate. Information about a specific school or college can be found in the front section of the bulletin for that school.

Requests for deviation from department, program, or school requirements may be granted only by written approval from the respective chairperson, director, or dean (or a designated administrative representative). Disposition at each level is final.

Credit Deadline

All credit of candidates for degrees, except that for the work of the current semester, must be on record at least one month prior to the conferring of the degrees.

Application for Degree

Each College/School sets its own dates and procedures for filing applications for degrees. Students, therefore, should be sure that they are fully informed about the dates and procedures used in the College/School from which they expect to receive their degree.

Degrees Awarded with Distinction

To graduate with academic distinction, baccalaureate and associate degree candidates must rank within the highest 10 percent of the graduating class of their respective degree-granting College/School. Additionally, baccalaureate degree candidates must have completed a minimum of 60 credit hours at Indiana University.

Associate degree candidates must have completed at least half the hours required for their degree at Indiana University. Each degree-granting College/School determines the appropriate GPA requirements for the three levels of recognition: distinction, high distinction, and highest distinction.

Transfer to Other Indiana University Campuses

The policy stated below concerning transfer credit pertains to undergraduate students only.

Each campus has established one office to serve as the central information source for intercampus transfers. Some campuses have priority dates for students to declare an interest in making an intercampus transfer. Even if a campus has no priority date, it is important to start investigating the transfer requirements as early as possible to assure the best possibility of enrolling in your desired courses.

Consult the intercampus transfer Web site at www.iupui.edu/~moveiu for detailed information and a listing of campus contacts and intercampus transfer policies. You can also initiate an intercampus transfer by completing the form on the Web site.

Students who want to transfer from one Indiana University campus to another campus should follow these procedures:

1. Meet with your home campus advisor to discuss academic preparation, grades, and other eligibility issues. You can get a general idea of how your classes may apply to another degree by using the Degree Progress Report, a computerized degree-audit system available on the Web through the OneStart portal at onestart.iu.edu. While the advising capacity of the Degree Progress Report is qualified by each individual's circumstances, it can help you learn how courses will apply toward different degrees.
2. Consult the intercampus transfer office at the proposed new campus if academic and/or eligibility questions remain. Remember that application for intercampus transfer does not guarantee admission to the campus or a specific school on the campus. Campuses may provide additional information and contact points for questions.
3. If applicable, talk to the financial aid offices at the present and proposed campuses. Your aid eligibility does not transfer automatically from one campus to another.
4. Visit the new campus to explore possible academic and social adjustment issues; some campuses may establish special open house events for those students who have expressed interest. Some campuses may also require that you attend a special orientation program or take placement examinations.
5. If you decide to proceed with the transfer, complete the intercampus transfer form. The receiving campus will respond to you and your home campus. If you decide later not to transfer, you should notify both campuses.

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

Other Transfer Policies

- In all transfer cases, the quantity of credit awarded by Indiana University will never exceed the number of credit hours that can be earned at an Indiana University campus in the same amount of time.
- Many courses completed in study abroad programs fall into a sequential pattern among Indiana University departmental offerings. In all cases where sequential-type courses are involved, the respective academic departments may at their discretion require examinations before any transfer is granted.
- In order to avoid misunderstanding, students who plan to participate in overseas study programs that are not sponsored by Indiana University are strongly urged to consult their major departments or schools before making any commitment.
- None of the preceding affects in any way the procedures for establishing credit by examination outlined in this bulletin.

Student Rights and Responsibilities

A statement of students' rights and responsibilities is published in a handbook, *Code of Student Rights, Responsibilities, and Conduct*, which contains a description of due process hearings in the event of disciplinary action.

Nondiscrimination Policy

Indiana University pledges itself to continue its commitment to the achievement of equal opportunity within the university and throughout American society as a whole. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam-era veterans.

An Affirmative Action office on each campus monitors the university's policies and assists individuals who have questions or problems related to discrimination. To consult with the 504 coordinator of issues of students with disabilities at IU Northwest, contact the Office of Student Support Services, (219) 980-6798. The coordinator of Title IX for Women's Rights and Issues at IU Northwest is the director of diversity and equity, (219) 980-6705.

Services

Student Affairs

The Office of Student Affairs, under the leadership of the Vice Chancellor for Student Affairs, provides a variety of developmental and support services to students as they pursue their education. The units reporting to Student Affairs work together and in collaboration with other offices across campus, to enhance the personal and academic development of all students. They support the mission of

the university and they bring the needs of the students to the attention of the faculty Vice Chancellor for Student Affairs: Admissions, Financial Aid and Scholarships, Academic Success and Achievement Programs (ASAP), Career Services, Counseling Services, Student Activities, RedHawk Athletics, and Student Support Services.

Academic Success and Achievement Programs (ASAP)

Supplemental Instruction

Supplemental Instruction (SI) is an academic support program that offers peer assistance in historically challenging academic courses by scheduling twice-weekly study sessions. SI study sessions are study groups in which students compare notes, discuss readings, develop organizational tools, predict test items, and learn study skills that will help in both current and future courses. The sessions are facilitated by SI leaders, students who have previously and successfully taken the course, and been recommended by the instructor. The SI leader acts as a model student by attending and participating. Supplemental Instruction is offered to enrolled students at no cost. For further information, contact ASAP in Hawthorn 425 or call (219) 981-4296.

Critical Literacy Program

The Critical Literacy Program is for students who do not meet the university's regular or probationary admission criteria. Admission into this program will be determined by the Office of Admissions and ASAP. Students may be required to take additional proficiency tests to be admitted. Students admitted to Guided Studies participate in the Critical Literacy Program (CLP), designed to strengthen students' study skills and their foundational skills in basic reading, critical thinking, and writing. Students are offered an additional level of support through the peer mentors assigned to the classroom. These mentors meet with students to offer support and share their knowledge of IU Northwest, in one-on-one meetings and group sessions. The curriculum consists of 12 credit hours of specific course work focused on basic reading, writing, and study/college skills. After successfully completing the program requirements, students may enroll in regular university courses leading to a degree. Support services for CLP participants include the Writing Center (English Department, (219) 980-6502), the Math Lab (Math Department, (219) 980-6590), and the Reading Lab (School of Education, (219) 980-6597). For further information, contact ASAP in Hawthorn 425 or call (219) 981-4296.

REACH

Students who have not met the requirements for admissions to IU Northwest are referred to REACH, a collaborative program with IVY Tech Community College. Upon successful completion of the REACH courses, students are guaranteed admission to IU Northwest. Contact ASAP in Hawthorn 425 or call (219) 981-4296.

Athletics

The Indiana University Northwest Athletic Program functions as an integral part of the academic and social environment within our university. We offer student-athletes an opportunity to continue their educational and athletic experiences at the intercollegiate level. RedHawks

Athletics promote the development of individual leadership qualities and interpersonal skills in preparation for life beyond graduation. We are committed to recruiting student-athletes who value self-discipline, integrity, teamwork, commitment, and determination in both competition and in the classroom.

Effective fall 1998, the RedHawk Athletic Program became a member of the National Association of Intercollegiate Athletics (NAIA). The university currently sponsors five varsity sports: Men's Basketball, Men's Cross Country, Women's Basketball, Women's Cross Country and Women's Volleyball. In 2008, the RedHawks became part of the Association of Independent Institutions (AII) which competes nationally in the NAIA.

Please visit our athletics website <http://www.iunredhawkathletics.com> to find more information about our programs and the Office of Athletics.

Bookstore

The campus bookstore, located in the Savannah Student Center, carries textbooks, supplies, IU apparel and gifts. Textbook lists and prices can be obtained by accessing - Barnes & Noble at Indiana University online.

Career Services

The staff of Career Services is committed to working with Indiana University Northwest students and all IU alumni in making informed academic and career decisions. The Office of Career Services enables students and alumni to make career decisions, investigate career options, take career inventories that will reflect their areas of interest, set appropriate goals, network, and create opportunities to meet those goals by using the services we offer.

- Career Assessments
- Career Counseling and Planning
- Career/Job Fairs, and Professional Development Events
- Federal Work-Study Program
- Internship Program
- Resume Referral Services & Online Recruiting
- Programs and Workshops
- Undecided Program

Phone: (219) 980-6650

Location: Moraine Student Center, Room 101

Internship/job postings are available online through the Office of Career Services Website. Visit the online recruiting tool (www.collegecentral.com/iun).

Career Assessments

Identify your personal strengths and even a potential major through career counseling assessment inventories including Focus II, Myers-Briggs Type Indicator, and Strong Interest Inventory.

Career Counseling and Planning

We provide career counseling sessions to assist you through your career development process, which may include assistance with choosing a specific career field of interest or major, resume and cover letter writing, interviewing skills (mock interviews), job search

strategies, and exploring graduate schools (test dates and applications).

Career / Job Fairs, Online Job Board, and Events

Check your e-mail for job and internship opportunities. Or visit the Career Services Web site for job postings, upcoming dates for our annual Job Fairs, and a listing of other local job fair events, on-campus interview and employer recruiting events, and roundtable information sessions.

Federal Work-Study Program

Learn about the application process, post-award paperwork, orientation, benefits of work-study, and identifying work-study opportunities on and off campus.

Internship Program

Let us assist you with finding quality internships to help you grow as a professional and become marketable upon graduation.

Employers provide paid and nonpaid opportunities for internships.

Possible academic credit may be available upon approval of your academic division.

Resume Referral Online Services

Internship/job postings are available online through the Office of Career Services Website. Visit the online recruiting tool (www.collegecentral.com/iun).

Programs and Workshops

Topics include Resume and Cover Letter Writing, Effective Job Searching, Interviewing Skills, How to Have a Successful Job Fair Experience: Credential Files, and Work-Study Information. In addition, we offer in-class presentations on various topics related to career development processes. Workshop topics, dates, times, and locations are announced via e-mail to students and are posted on job boards located in the Moraine Student Center, Hawthorn Hall, Marram Hall, and the Dunes Medical Professional Building.

Undecided Program

The Career Library and counselors help in determining career options for particular majors.

Counseling Services

The Counseling Center provides students access to a wide range of treatment modalities and referrals to outside resources as needed. Many students face normal developmental concerns as well as personal and academic pressures during their college experience and find that it is helpful to discuss these issues in a supportive, professional and confidential environment. Often, personal problems such as anxiety, depression, and lack of coping skills (to name a few) may hinder academic growth and success. Students who recognize these problems may use the Counseling Center to learn and/or enhance skills to deal more effectively with problems that may be interfering with academic success and personal well-being.

Dental Clinic Services

The Dental Hygiene Program on the IU Northwest campus offers clinical dental services to students and faculty including a dental inspection, dental prophylaxis (scaling and polishing of teeth), caries preventive treatments (application of fluorides), sealants, preventive periodontal treatment (treatment of minor gum disorders), and diagnostic dental X-ray films. Qualified dental hygiene students under the supervision of an instructor render all treatment. All persons are eligible for treatment, and appointments can be made by calling (219) 980-6772.

The Dental Assisting Program also offers supervised X rays for a nominal fee. Appointments can be made by calling (219) 980-6772.

Health and Wellness Center

The Campus Health and Wellness Center health clinic offers students and employees high quality health care at very low cost. Staffed by a fully licensed and credentialed Family Nurse Practitioner, the clinic offers services such as acute illness care, sports physicals, gynecologic examinations and birth control, immunizations, and more. Walk-ins are welcome; complete physical examinations require an appointment.

To schedule an appointment, call (219) 980-7250.

Diversity, Equity and Multicultural Affairs

The mission of the Office of Diversity, Equity and Multicultural Affairs (ODEMA) is to promote, sustain, and advance the Indiana University Northwest commitment to diversity, equity, and inclusion, by enhancing employee capabilities and competencies through diversity research, trainings, support, collaboration, environmental activities and best practices.

Our goal is to insure that an engagement with and appreciation for the many dimensions of diversity is woven throughout the fabric of our campus affecting all aspects of how we serve our students and the greater community.

To implement this mission and these goals, ODEMA has undertaken the following activities:

- Leadership of the Diversity Advisory Council;
- Coordination of the Diversity Programming Series;
- Implementation of the Diversity Fellows Program;
- Maintenance of the Diversity Resource Center;
- Coordination of the Brother 2 Brother Program (B2B);
- Coordination of the Minority Opportunity for Research Experiences Program (MORE);
- And finally, to provide additional logistical support for students of color and other diverse student groups.

For more information about ODEMA programs and services, please visit Raintree Hall room 229, or contact the office at (219) 980-6596

Office of the Registrar

The Office of the Registrar has primary responsibility for planning, implementing, and managing schedules of classes, registrations, and course changes. Other functions include student record maintenance, grade processing, student information reporting, enrollment

certifications, and transcript services. Questions concerning veterans' affairs may be addressed to the Office of the Registrar. The Office of the Registrar is also responsible for scheduling meeting rooms and classrooms for activities other than classes.

Official Academic Transcript

Official transcripts are available from the Office of the Registrar for a fee. Requests can be submitted online, in person, by mail, or by fax. The Office of the Registrar cannot accept e-mail or phone requests, as a signature is required. Transcript requests for enrollment prior to fall 1965 must be submitted to the IU Bloomington Office of the Registrar.

Transcript requests received from students with encumbered accounts cannot be processed.

In Person

Print, complete, and sign the Transcript Request Form (available at <http://www.iun.edu/registrar/transcripts.htm> or in the Office of the Registrar) and deliver this form to the Office of the Registrar in Hawthorn Hall room 109.

Online

Current students, alumni, and previous students who still have active computing accounts are able to request their transcript online by following the steps below:

1. Log into OneStart using your user name and passphrase.
2. Make sure you are looking at the Student Self Service tab. This tab should be brown.
3. Scroll down the page until you see the title eDocs.
4. Under this title you should see a link named Official Transcript Request (Online). Click this link and follow the prompts. Make sure you indicate if you will be picking up the transcript or if you need the office to mail it.
5. The transcript processing fee must be paid via credit card. Your information is protected.
6. The transcript will be available within 15 minutes if you indicate that you want to pick it up. It will be available in the Office of the Registrar, Hawthorn Hall room 109, during normal business hours. (Monday and Thursday 8:00a – 6:00p; Tuesday, Wednesday and Friday 8:00a – 5:00p)

By Mail

Print, complete, and sign the Transcript Request Form and Transcript Request Fee Form. All transcripts are sent regular first class mail within two to three business days.

If you are paying by check or money order, make it payable to Indiana University and write your university ID number in the memo section. If you are paying by credit card, include your card information on the Transcript Request Fee Form. Visa, MasterCard, and Discover cards are accepted as payment.

Send the form and payment to:

Office of the Registrar
Transcript Request
Indiana University Northwest
3400 Broadway Ave

Gary, IN 46408

By Fax

Print, complete, and sign the Transcript Request Form and Transcript Fee Form. Fax requests require credit card payment. Include your card information on the Transcript Request Fee Form. Visa, MasterCard, and Discover cards are accepted as payment. Fax the form to (219) 981-4200.

After faxing these forms, students are encouraged to call (219) 980-6679 to verify receipt of these documents and to ensure these requests can be fulfilled at time of submission.

Confidentiality of Records

In accordance with federal statutes and regulations, the Family Educational Rights and Privacy Act (FERPA), student records are confidential and available for disclosure to persons other than the student only under stated exceptions. An exception to the act exists that permits disclosure to school officials, including collection agencies.

Further details about the provisions of the privacy act and a list of offices where student records are kept may be found in the *Code of Student Rights, Responsibilities, and Conduct*. Copies are available in the Office of Student Life, Savannah Center, Room 217.

Student Activities

The Office of Student Activities energizes co-curricular life at IU Northwest. We provide a supportive environment that encourages student engagement in programs and opportunities to lead, learn, serve and inspire. Student Activities serves as the central university resource for student clubs, organizations, intramurals and fitness.

We offer professional assistance to students forming new clubs, joining established clubs or seeking participation in a variety of fun and informative events. Student Activities also supports leadership organizations, such as Student Government Association, Student Activities Board and memberships in IUN's chapter of the National Society of Leadership & Success. Participation in student clubs and organizations develops social, educational, and cultural appreciation, and provides creative expression through such publications as *Spirits Literary Magazine*. Sutden

For those interested in casual sports and fitness, Student Activities also offers a fall/spring/summer series of intramurals programs and sports clubs, as well as memberships in the newly expanded Savannah Fitness Center. Memberships are available to students, faculty, and staff for a nominal fee. Additionally, Student Activities issues photo identification cards, approves on-campus publicity, and distributes recreational equipment and games.

Student Support Services

Student Support Services goals include, but are not limited to, facilitating and increasing the retention, graduation and professional and graduate school enrollment rates for qualified IU Northwest students. Qualified students include students who are enrolled or accepted for enrollment at IU Northwest that are income-eligible, first-generation, and ADA-eligible (Americans with Disabilities

Act). Trio Student Support Services is funded under Title IV of the Higher Education Act of 1965.

Academic support services designed to increase student participant retention and graduation include: 1) Academic advising; 2) Tutoring and supplemental classroom instruction; 3) Academic skill building workshops; 4) Financial literacy education, and assistance with financial aid and scholarship applications; and 5) Scholarship and grant aid awards for qualified student participants.

In addition, the Student Support Services Office also provides services for program participants who are ADA eligible. These services include: Reader and note-taker services, test proctoring, campus orientation, and resource information and referral services.

Veteran Services

Hawthorn Hall 109
(219) 980-6940

As a special service to current and former members of the armed forces, complete information on veterans' educational benefits may be obtained at the IU Northwest Office of Veteran Services or e-mail Levonda Moseley, Veteran Services Coordinator at lmoseley@iun.edu.

APPLYING FOR VA EDUCATION BENEFITS

National Guard Members

National Guard soldiers will need to complete Form 22-1990, Application for VA Education Benefits, and have it approved by their unit commander. This form can be downloaded from www.gibill.va.gov. Paper copies of this form can also be obtained from the unit's education counselor or the IU Northwest Office of Veteran Services. Completed forms will be processed by the Department of Veterans Affairs and eligibility letters will be mailed directly to the student.

Non-National Guard Members

Soldiers, sailors, marines and airmen can visit www.gibill.va.gov to apply for education benefits online.

From this website, applicants should click Apply for Benefits and follow the on-screen prompts. Veterans are encouraged to submit their application online through the Department of Veterans Affairs website, but on an individual basis, paper copies of this application from the IU Northwest Office of Veteran Services. Please be advised, paper applications take longer to process.

Completed applications will be processed by the Department of Veterans Affairs and eligibility letters will be mailed directly to the student.

Post 9/11

This benefit provides financial support for education and housing to current and former members of the armed services or their eligible dependents if one of the criteria listed below is satisfied:

- Honorably discharged veterans who served a minimum of 90 active-duty days after September 10, 2001

- Honorably discharged disabled veterans who served a minimum of 30 active-duty days after September 10, 2001

Yellow Ribbon Program

Current and former members of the armed services or eligible dependents that qualify for Post 9/11 benefits and are classified as nonresidents for fee paying purposes may be eligible for this program if one of the criteria listed below is satisfied:

- Honorably discharged veterans who served a minimum of 36 months of active-duty after September 10, 2001
- Honorably discharged veterans with a 30 percent or more service connected disability and who served a minimum of 30 active-duty days after September 10, 2001

Students who plan on using VA education benefits at IU Northwest will need to submit a copy of their DD214 and eligibility letter to the Office of Veteran Services.

Military Science

Army ROTC (Reserve Officers' Training Corps) is one of the best leadership courses in the country and is part of Indiana University Northwest's curriculum. During classes, leadership labs, physical training and field training exercises, you will learn firsthand what it takes to lead others, motivate groups, and conduct missions as an Officer in the Army. Upon graduation from Army ROTC, you will earn the bar of a Second Lieutenant and be commissioned into the Active Army, Army Reserve, or Army National Guard and become a leader for life.

The Army Reserve Officer Training Corps strives to be the premier leader development program in the world. Army ROTC produces 75% of all Army officers and has produced 500,000 lieutenants since its founding in 1916.

In addition, Army ROTC is a college elective you can try out for up to two years with no obligation. Unlike traditional college programs, Army ROTC gives you a wide range of experiences while you work toward a degree. You'll combine classroom time with hands-on experience, learning skills that will give you an edge over your peers when it comes time to look for a job. Whether you're planning a career in the Army or the corporate world, Army ROTC is a smart elective course to take.

Whether you're in high school, college, or already in the Army, you can become an officer in today's Army. It's an experience that you can't get anywhere else, and your leadership skills will be challenged every day.

Information concerning admission, scholarships, and commitment requirements for this program can be obtained by contacting the Military Science Department on the campus of IU Northwest, 3400 Broadway, Gary, IN 46408, telephone (219)980-7110.

Army ROTC Curriculum: Basic Course

The Basic Course takes place during your first two years in college as elective courses. It normally involves one elective class and lab each semester along with the requisite physical training and field training exercises. You will learn basic military skills, the fundamentals of leadership and start the groundwork toward becoming an

Army leader. You can take Army ROTC Basic Courses without a military commitment. Electives classes include:

- Military Science 101: Leadership and Personal Development
- Military Science 102: Foundations in Leadership
- Military Science 201: Fundamentals of Leadership, Organization and Planning
- Military Science 202: Leadership in a Changing Environment

Leader's Training Course

LTC is four weeks of intense classroom and field training held in the summer at Fort Knox, KY. This course is an accelerated version of the two years of leadership development training Cadets receive in the Basic Course. By transforming yourself through this rigorous training, you will qualify for enrollment in the Army ROTC Advanced Course on campus—provided you have two years of college remaining (undergraduate or graduate).

Army ROTC Advanced Course

The Advanced Course takes place during your last two years in college as elective courses. It normally includes one elective class and lab each semester in addition to the requisite physical training and field training exercises, plus a summer leadership camp. You will learn advanced military tactics and gain experience in team organization, planning and decision-making. To benefit from the leadership training in the Advanced Course, all Cadets must have completed either the Basic Course or have attended the Leader's Training Course. Entering the Advanced Course requires a commitment to serve as an Officer in the U.S. Army after you graduate. Electives classes include:

- Military Science 301: Organizational Leaders
- Military Science 302: Military Operations and Tactics
- Military Science 401: Developing Adaptive Leaders
- Military Science 402: Leadership in a Complex World

Leader Development & Assessment Course

Every Army ROTC Cadet who enters into the Advanced Course attends the Leader Development and Assessment Course. It's a five-week summer course to evaluate and train all Army ROTC Cadets. This course normally takes place between your junior and senior years of college, and is conducted at Fort Lewis, Washington.

College of Arts and Sciences (COAS)

Administrative Officers

Mark S. Hoyert, Ph.D., *Dean*
 Nelson H. DeLeon, Ph.D., *Associate Dean*
 David Klamen, M.F.A., *Associate Dean*
 Naomi Palagi, M.L.S., *Assistant to the Dean*

Web site: www.iun.edu/coas
Telephone: (219) 980-6730

Overview

Mission

At the heart of IU Northwest is the College of Arts and Sciences. We provide undergraduate and graduate education in a broad range of arts and sciences disciplines that prepare students for rewarding careers of their choice. We also provide the academic coursework that are the foundation for success in majors across the university. The college is dedicated to helping our students develop the communication, reasoning, and analytic skills necessary to succeed in a rapidly changing world. The skills and content offered in the college are the core of what it means to be educated in the 21st Century. We invite all of our students to delve into the vast offerings of the College with the expectation that expanding your knowledge of the liberal arts and sciences will lead to better lives and more successful and fulfilling careers.

At the core of our programs, many unique to the region, are the analytical, cognitive, and expressive skills needed to assimilate and advance knowledge. An arts and sciences education focuses on an understanding of the human condition—past and present—and the world in which we live. It emphasizes a humanistic and aesthetic appreciation of cultural life as well as valuing of science and its methodology in which intellect, logical processes, ethical perspectives, and problem solving are vital. The strong research and creative activities of our faculty encourage students toward a life of learning and reflection.

Intrinsic to a liberal education is preparing graduates to appreciate, contribute to, and thrive in a diverse, culturally rich, technologically, and scientifically advanced society with a compelling history, a promising future, and a capacity for transformation. Through our teaching, research, creative arts, and professional and community services, we engage in the vitality of Northwest Indiana. An informed, educated population is not only democracy's strongest, best hope, it is also society's wisest investment. That, more than anything else, is the endeavor of the faculty and staff of the College of Arts and Sciences.

At present, the college consists of 14 departments offering baccalaureate degrees in the following areas: Actuarial Science, Afro-American Studies, Anthropology, Biology, Chemistry, Computer Information Systems, Economics, English, Fine Arts, French, Geology, History, Mathematics, Communication, Philosophy, Political Science, Psychology, Sociology, Spanish, and Theatre. Courses are offered in all those fields plus Astronomy, Canadian Studies, Comparative Literature, Computer Science, Geography, German, Journalism, Latino Studies, Linguistics, Music, Physics, Religious Studies, Telecommunications, and Women's and Gender Studies.

The College offers interdepartmental majors that lead to baccalaureate degrees in Graphic Design, Environmental Science, Afro-American Studies and Communication, Afro-American Studies and English, and Computer Information Systems and Mathematics as well.

In addition to undergraduate education leading to the bachelor's degree, which prepares students for citizenship as well as for professional training and graduate study, the programs of the College of Arts and Sciences provide students in the College of Health and Human Services,

the School of Business and Economics and the School of Education with courses that are a foundation for those professional programs.

Postbaccalaureate certificates are offered in Computer Information Systems, Community Development and Urban Studies, and Race-Ethnic Studies to students who already hold a baccalaureate degree. The college offers a Master of Liberal Studies degree for students who hold a bachelors degree and wish to pursue a broad interdisciplinary program of study and a Master of Science in Clinical Counseling with a specialization in drug and alcohol counseling for students who are preparing themselves for a career in addictions treatment.

Contact Information

College of Arts and Sciences
IU Northwest
Hawthorn Hall, Room 225
3400 Broadway
Gary, Indiana 46408
(219) 980-6730

Contact the College of Arts and Sciences for additional contact information.

Accreditation

The undergraduate and graduate degree offerings of the College of Arts and Sciences are accredited by the Higher Learning Commission as an Academic Quality Improvement Program and as a member of the North Central Association.

Policies & Procedures

Students in the College of Arts and Sciences are encouraged to familiarize themselves with "General Academic Regulations and Policies". See IU Northwest Bulletin Policies and Procedures

Distinctions & Opportunities

Scholastic Honor Society

Omicron Sigma Delta is a liberal arts scholastic honorary society based on the same criteria as those used by the prestigious national honorary scholastic society, Phi Beta Kappa. Candidates are selected from the college's juniors and seniors on the basis of high scholarship and good character.

Graduation with Distinction

Recognition for excellence in scholarship is awarded at graduation by identifying such students in three categories of distinction. These are, with their corresponding minimum overall grade point averages:

- Distinction (3.60)
- High distinction (3.75)
- Highest distinction (3.89)

The number of students so recognized will not exceed 10 percent of the graduating class in the college for that year. Students considered for this recognition must have completed at least 60 graded credit hours at Indiana University.

Career Information

Each department and its faculty members can advise students about graduate school and career opportunities. Information and advising regarding preprofessional

programs is available in a separate section of the COAS bulletin.

Undergraduate

Administrative Officers

Mark S. Hoyert, Ph.D., *Dean*
Nelson H. De Leon, Ph.D., *Associate Dean*
David Klamen, M.F.A., *Associate Dean* Naomi Palagi, M.L.S., *Assistant to the Dean*

Website: <http://www.iun.edu/coas>

Phone: (219) 980-6789

Admission

Entering the College of Arts and Sciences

Incoming freshmen generally are admitted directly to the College of Arts and Sciences. Freshmen are encouraged to visit departments in which they are interested to discuss possible programs with faculty and advisors. Additional information is available in the College of Arts and Sciences offices, Hawthorn Hall, Room 225.

General Requirements

The following requirements pertain to IU Northwest only. Students contemplating transfer to other campuses should consult the appropriate bulletins and the Academic Advising Report (AAR) electronic system.

Baccalaureate Degrees

Faculty members from the student's major department provides academic counseling for each student in the College of Arts and Sciences prior to each semester's enrollment. Although academic counseling is intended to provide effective guidance and every student is encouraged to seek the counsel of a faculty advisor, *all students are responsible for planning their own programs and for meeting the following degree requirements by the time they expect to graduate. Students who have been awarded a baccalaureate degree cannot at a later date change the degree to include additional majors and/or minors. (Note: Degree requirements are not the same at every campus of Indiana University.)*

- Minimum of 120 credit hours. At least 105 credit hours must be in courses in the College of Arts and Sciences unless a student pursues a minor or a certificate in another division of the university that grants degrees. If so, the 105 credit hour minimum in Arts and Sciences may be reduced sufficiently to allow the student to fulfill the minimum number of credit hours for the other division's minor or certificate, providing that all other Arts and Sciences requirements are met. If no such non—Arts and Sciences minor or certificate is pursued, the remaining 15 credit hours may be taken in the College of Arts and Sciences or in other divisions in the university.
- Minimum cumulative grade point average of 2.0.
- Minimum of 36 credit hours in courses at the 300-400 (junior-senior) level.
- Minimum of 25 credit hours with grades of C- or higher in the major field and a cumulative grade point average of at least 2.0 in the major field.

- Minimum of 15 credit hours with grades of C- or higher in the minor field and a cumulative grade point average of at least 2.0 in the minor field.
- Maximum of 60 credit hours in one discipline/major department that may be counted toward the B.A. and B.S. degree.
- Twenty-six (26) credit hours of the work of the senior year must be completed while in residence at the IU Northwest campus. At least 10 credit hours of course work in the major field must be completed on the IU Northwest campus.
- Work for credit in the College of Arts and Sciences may be done at Bloomington or other Indiana University campuses.
- Not more than 60 credit hours earned in accredited two-year institutions of higher education, nor more than 90 credit hours from accredited four-year institutions of higher education, may be applied toward a degree.
- A student who fails to complete a degree within 10 years of matriculation will forfeit the automatic right to use the requirements in effect at the time of matriculation. In such cases, the dean, in consultation with the student's major department chair, will determine which set of requirements, or what particular combination of old and new requirements, will be appropriate for the student.
- All credit of candidates for degrees, except that of the current semester, must be on record at least six weeks prior to the conferring of degrees.
- An application for a degree must be filed in the Office of the College of Arts and Sciences no later than July 1 for December graduation. *May and August graduates must file the application for graduation by October 15.* Degrees are conferred in May, August, and December. Commencement is held only in May.

Academic Forgiveness Policy

Undergraduate students who have not attended any IU campus for at least two years, are pursuing their first bachelor's degree, and are enrolling at IU Northwest for the fall semester 2012, or later, may request academic forgiveness. Forgiveness means that all grades earned during the term(s) in question will not be counted in the calculation of the program GPA. The grades will remain on the student's official transcript and will count in the IU GPA. This policy will affect only the student's College of Arts and Sciences record. Academic forgiveness may be requested for no more than two terms of IU coursework, consecutive or not. Two consecutive summer sessions may be considered a single academic term for purposes of this policy. The petition must be submitted within the first two semesters after the two year hiatus.

Students may petition the COAS office to request application of the Academic Forgiveness Policy. Students may apply for forgiveness in anticipation of entering COAS if they otherwise fit the guidelines. Students will need to provide evidence that would indicate a significant change in their ability to succeed in academic work. A semester of good grades after the hiatus and before the petition can constitute such evidence. Reevaluation of fundamental skills may be required by the Dean before the student can proceed.

Academic forgiveness may be invoked only once in a student's academic career. Academic forgiveness is inapplicable to any grades issued as a result of academic dishonesty. The original grades earned by the student will remain on a student's academic record (official and unofficial transcripts), but the GPA and hours earned calculations will be adjusted appropriately in the Program statistics. Academic forgiveness does not change the Indiana University earned hours or GPA calculations. Academic forgiveness is IUN and COAS specific. Semesters forgiven at IU Northwest need not be forgiven at any other IU campuses (nor by an other IUN college, school, or division).

Bachelor of Arts

The curriculum for the B.A. degree introduces the student to a variety of subjects that provide the fundamentals of a liberal education; enable the student to make an intelligent choice of a subsequent field of concentration; aid the student in securing adequate preparation for advanced work; and provide for some degree of specialization in the junior and senior years.

Specific Requirements

In addition to the general requirements for all degrees in the university, candidates for the B.A. degree must complete Groups I-V of the distribution requirements. Students may elect to follow the requirements currently in effect or the requirements that were in effect when they matriculated.

Typically, a class may be attributed towards satisfying a requirement within only one Group. For instance, a student may complete a mathematics course and use that to satisfy a requirement within Group I, within Group IIIA, or within Group V, but the student cannot use that one class to satisfy all three. Exceptions to this policy are noted when applicable.

College of Arts and Sciences Bachelor of Arts Areas

The College of Arts and Sciences at IU Northwest offers instruction leading to degrees in the following majors:

- Afro-American Studies
- Anthropology
- Biology
- Chemistry
- Communication
- Economics
- English
- Fine Arts
- French
- Geology
- History
- Mathematics
- Philosophy
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre

Courses are offered in the following disciplines, some of which have programs that can lead to minors:

- Astronomy
- Canadian Studies
- Comparative Literature
- Computer Science
- Geography
- German
- Journalism
- Latino Studies
- Linguistics
- Music
- Physics
- Religious Studies
- Telecommunications
- Women's and Gender Studies

Group I: Foundation Courses

English Composition

Every student must demonstrate the ability to use correct, clear, effective English. The student may satisfy this requirement in either of the following ways:

- By being exempted students who wish to be considered for exemption must take the SAT or ACT Examination. A score of 660 or higher on the SAT Critical Reading Examination and on the SAT Writing Examination, or 30 or higher on the combined English/Writing portion of the ACT, will be sufficient for exemption.
- By completing ENG W131 Elementary Composition I (3 cr.), with a grade of C (2.0) or higher

Mathematics

May be fulfilled in one of the following ways:

- By earning a minimum test score of 650 on the SAT Mathematics examination or a 29 on the ACT Mathematics examination.
- By completing, with a grade of C (2.0) or higher, one of the following courses: MATH M100, MATH M118, MATH M119, MATH M125, or MATH M215.
- By exemption (without credit) through an appropriate examination as determined by the Department of Mathematics.

Intensive Writing

Two intensive writing courses must be completed *after* completing the ENG W131 requirement:

- By completing one or two intensive writing course at the 200 level or above in the English department, or
- By completing one or two "Intensive Writing Course" in any arts and sciences department. If so designated, the course may also be counted toward fulfilling other arts and sciences degree requirements (e.g., distribution, major, 300-400 level).

An intensive writing course is one in which the writing component is fully integrated with the content and objectives of the course. Thus, a student would not be able to pass the course without fulfilling the intensive writing component and, conversely, it would be equally impossible for a student to pass the intensive writing component and not receive a passing grade in the course.

Oral Communication

Every student must demonstrate the ability to deliver presentations with logical organization, proper grammar, appropriate word choices, coherent sentence structure, and that take the characteristics of the audience into account. Students may satisfy this requirement by completing SPCH S121 Public Speaking with a grade of C (2.0) or higher.

Group II: Foreign Language

The College of Arts and Sciences entrance requirement is two courses at the 100 level in a foreign language. Students admitted to arts and sciences without this background will be required to complete these courses. The requirement may be met by examination or by successful completion of the course taken. (Two years of good high school work in a foreign language should enable a student to place out of the first 8 credit hours and into 200-level courses.)

The B.A. degree requirement of foreign language may be fulfilled in the following ways:

- By completing satisfactorily 6 credit hours of course work or the equivalent at the 200 level in a foreign language or by completing 3 credit hours of course work or the equivalent at the 200 level and two semesters of culture courses taught in English from the same language base. These culture courses may be taken at any point during the student's program of study of a foreign language.
- By attaining, at any time, an achievement test score sufficient for placement in courses at the first-semester third-year level in a foreign language.

Special Credit as a Result of Placement Test

A student who places at the third-year level on the language placement test and receives a grade of C or higher in the validating third-year-level course will be eligible to receive 6 hours of special credit with a grade of S. A student who places in the second semester of the second year and completes the validating course with a grade of C or higher will be eligible to receive 3 hours of special credit with a grade of S. It will be the responsibility of the student to request that the language department forward this information to the College of Arts and Sciences.

Proficiency Examinations

A student may complete the language requirement by taking a proficiency examination administered by the department concerned. Students with a background in a language other than those taught at IU Northwest may take an examination from the relevant department at IU Bloomington. Such examinations will be given after the student has petitioned the IU Bloomington department and received the consent of the department. See the section of this bulletin entitled "Credit by Examination" under "Academic Regulations and Policies" for details

Foreign Students

Students whose native language is not English may substitute demonstrated proficiency in their native language if it is offered for instruction at Indiana University.

They may not, however, earn credit for any courses at the first- or second-year level in their native language.

Group III: Distribution

Students must take 12 credit hours outside of their major discipline in each of the three categories from at least two disciplines within each category. No more than 9 credit hours within a single subject area will be counted for Group III credit.

A complete list of courses that fulfill these requirements is located in an appendix of the printed bulletin.

A student must take at least one science course in Group III A that includes a laboratory.

A student must take at least one studio arts/performing arts/creative writing course in the humanities.

Mathematics, physical sciences, and life sciences

Anthropology
Astronomy
Biology
Chemistry
Computer information systems
Geology
Mathematics
Physics
Psychology

Social and behavioral sciences

Afro-American studies
Anthropology
Economics
Geography
History
Latino studies
Linguistics
Political science
Psychology
Sociology
Spanish
Speech
Telecommunications
Women's and Gender Studies

Humanities

Afro-American studies
Anthropology
Canadian studies
Comparative literature
English
Fine arts
French
History
Latino studies
Music
Philosophy
Religious studies
Sociology
Spanish
Speech
Theatre
Women's and Gender Studies

Group IV: Diversity

Students must take one 3 credit hour course in each of these three categories. No course can be used more than once in Group IV. Courses used to fulfill the Group

IV requirements cannot also be used to fulfill the Group III requirements. Students may use a course from their major discipline/department to satisfy requirements in Group IV. In that case, the class cannot be used to fulfill Group V requirements.

- Select one History course from the following
 - HIST H105
 - HIST H106
 - HIST H113
 - HIST H114
 - HIST H232
- Racial Minority Experience in the United States
 - Students must complete one course from the list of Group IV B courses.
- Additional Diversities (social class, language, religion, gender, sexual orientation, age, disabilities, non-western culture)
 - Students must complete one course from the list of Group IV C courses.

Group V: Requirements for the Major

Students should plan a tentative outline of their academic program in their major with their advisors in their academic department as soon as they matriculate or declare a major.

The following are minimum requirements for any major. Further and detailed requirements are to be found in the departmental statements in this bulletin. The specific departmental requirements that must be fulfilled by each student are those published in the bulletin current at the time the major is declared, or those in the bulletin current at the time of graduation, whichever the student chooses.

- At least 25 credit hours must be taken in the major, and the cumulative grade point average in the major must be at least 2.0.
- Any course in which the student receives a grade below C- (1.7) may not be used to fulfill requirements for the major. However, any non-repeated course that the student passes will count toward the 120 credit hour total.
- At least 10 credit hours within the major discipline must be completed while in residence at IU Northwest.
- Individual departments may require a minor of 15 to 20 credit hours in another subject. Any course taken to satisfy the requirements of a minor must be completed with a grade of C- or higher; and the cumulative grade point average of all courses taken in the minor must be at least 2.0 (C). At least 6 credit hours of courses in the minor must be taken in residence at IU Northwest. (See the individual departmental listings.)
- Not more than 60 credit hours in any *one* subject area may be counted toward the B.A. degree.
- Students must take 3 credit hours of capstone course work. The course may also be counted toward fulfilling other arts and sciences degree requirements (e.g., intensive writing, major, 300-400 level). Consult departmental advisors for details.

For procedure regarding change of major, see the Assistant to the Dean.

Minors (Optional)

A minor shall consist of at least 15 credit hours with a grade of C- or higher and a cumulative grade point average of at least 2.0 in the minor field. (A minimum of 2 courses totaling at least 6 credit hours must be taken while in residence at IU Northwest.)

Students in one department (e.g., French) may satisfy requirements for a minor in another department (e.g., Sociology). Students may have more than one minor. Students' major(s) and minor(s) may be listed on their transcripts. Students must advise the recorder in the College of Arts and Sciences of the minor(s) and receive advisement from the minor department.

Students who have been awarded a baccalaureate degree cannot at a later date change the degree to include additional majors and/or minors.

The following minors are available in the College of Arts and Sciences:

- Afro-American Studies
- Anthropology
- Biology
- Canadian Studies
- Chemistry
- Communication
- Computer Information Systems
- Economics
- English
- Fine Arts
- French
- Geology
- History
- Latino Studies
- Mathematics
- Philosophy
- Physics
- Political Science
- Psychology
- Race-Ethnic Studies
- Sociology
- Spanish
- Theatre
- Women's and Gender Studies

Degree Completion Chart for Bachelor of Arts

This chart is located in an Appendix at the end of the printed bulletin.

Bachelor of Science**College of Arts and Sciences Bachelor of Science Areas**

The College of Arts and Sciences at IU Northwest offers instruction leading to Bachelor of Science degrees in the following majors:

- Actuarial science
- Biology
- Chemistry
- Computer information systems
- Environmental Science (Interdepartmental - Biology, Chemistry, and Geosciences)

- Geology
- Informatics
- Mathematics
- Psychology

Specific Requirements

In addition to the general requirements for baccalaureate degrees of the university, candidates for the B.S. degree must complete the group requirements as follows.

Typically, a class may be attributed towards satisfying a requirement within only one Group. For instance, a student may complete a mathematics course and use that to satisfy a requirement within Group I, within Group IIIA, or within Group V, but the student cannot use that one class to satisfy all three. Exceptions to this policy are noted when applicable.

Group I: Foundation for Effective Learning English Composition

Students must demonstrate the ability to use correct, clear, effective English. The student may satisfy this requirement in either of the following ways:

- By being exempted - students who wish to be considered for exemption must take the SAT or the ACT. A score of 660 or higher on the SAT Critical Reading Examination and on the SAT Writing Examination or a score of at least a 30 on the combined English/Writing portion of the ACT will be sufficient for exemption.
- By completing ENG-W 131 Elementary Composition I (3 cr.), with a grade of C (2.0) or higher.

Oral Communication

Every student must demonstrate the ability to deliver presentations with logical organization, proper grammar, appropriate word choices, coherent sentence structure, and that take the characteristics of the audience into account. Students may satisfy this requirement by completing

- SPCH-S 121 Public Speaking with a grade of C (2.0) or higher.

Mathematics

Every student must demonstrate mathematical reasoning. Students may satisfy this requirement in either of the following ways:

- By earning a minimum test score of 650 on the SAT Mathematics examination or a 29 on the ACT Mathematics examination.
- By completing, with a grade of C (2.0) or higher, one of the following courses: MATH-M 100, MATH-M 118, MATH-M 119, MATH-M 125, MATH-M 215. This course can sometimes be used to satisfy requirements within the major. For example, the Mathematics and Chemistry majors require MATH-M 215.
- By exemption (without credit) through an appropriate examination as determined by the Department of Mathematics.

Group II: Intensive Writing

Students must complete at least two COAS Intensive Writing courses. (These courses can also be used to satisfy other distribution requirements or requirements within the major.)

Group III: Distribution

Requirements for science courses are determined by the department of the student's major. One course must be a science course with a lab that is outside the student's major. A student must take a total of 18 credit hours listed under the categories of Group IIIB and IIIC with a minimum of 6 credit hours in each category. These courses must be outside of the discipline of the student's major. (A complete list of courses that fulfill these requirements is located in an appendix in the printed bulletin.)

Group IV: Diversity

Students must take one 3 credit hour course in Racial Minority Experience in the United States. (Any one course from the list of Group IVB courses.) The course used to fulfill the Group IV requirements can also be used to fulfill the Group III requirements. (A complete list of the courses that fulfill this requirement can be found in the College of Arts and Sciences B.A. section of this bulletin.)

Group V: Requirements for the Major

Students should plan a tentative outline of their academic program in their major with their advisors in their major department as soon as they matriculate or declare a major.

The following are minimum requirements for any major. Further and detailed requirements are to be found in the departmental statements in this bulletin. The specific departmental requirements that must be fulfilled by each student are those published in the bulletin current at the time the major is declared, or those in the bulletin current at the time of graduation, whichever the student chooses.

- At least 25 credit hours must be taken in the major, and the cumulative grade point average in the major must be at least 2.0.
- Any course in which the student receives a grade below C- (1.7) cannot be used to fulfill requirements within the major. However, any non-repeated course that the student passes will count toward the 120 credit hour total.
- At least 10 credit hours within the major discipline must be completed while in residence at IU Northwest.
- Students may pursue a minor. Departments may require a minor. Minors typically require 15 to 20 credit hours outside of the major subject area. Any course taken to satisfy the requirements of a minor must be completed with a grade of C- (1.7) or higher; and the cumulative grade point average of all courses taken in the minor must be at least 2.0 (C). At least 6 credit hours of coursework in the minor must be taken in residence at IU Northwest. (See the individual departmental listings.)
- Not more than 60 credit hours in any one subject area may be counted toward the B.S. degree.
- Students must take 3 credit hours of capstone course work. The course may also be counted toward fulfilling other arts and sciences degree

requirements (e.g., intensive writing, major, 300-400 level). Consult departmental advisors for details.

For procedure regarding change of major, see the Assistant to the Dean.

Bachelor of Fine Arts**College of Arts and Sciences Bachelor of Fine Arts**

The College of Arts and Sciences at IU Northwest offers instruction leading to Bachelor of Fine Arts degree in Studio Art.

Specific Requirements

In addition to the general requirements for baccalaureate degrees of the university, candidates for the B.F.A. degree must complete the group requirements as follows:

Typically, a class may be attributed towards satisfying a requirement within only one Group. For instance, a student may complete a mathematics course and use that to satisfy a requirement within Group I, within Group IIIA, or within Group V, but the student cannot use that one class to satisfy all three. Exceptions to this policy are noted when applicable.

Group I: Foundation Courses**English Composition**

Students must demonstrate the ability to use correct, clear, effective English. The student may satisfy this requirement in either of the following ways:

- By being exempted – students who wish to be considered for exemption must take the SAT or the ACT. A score of 660 or higher on the SAT Critical Reading Examination and on the SAT Writing Examination or a score of at least a 30 on the combined English/Writing portion of the ACT will be sufficient for exemption.
- By completing ENG-W 131 Elementary Composition I (3 cr.), with a grade of C (2.0) or higher.

Oral Communication

Every student must demonstrate the ability to deliver presentations with logical organization proper grammar, appropriate word choices, coherent sentence structure, and that take the characteristics of the audience into account. Students may satisfy this requirement by completing

- SPCH-S 121 Public Speaking with a grade of C (2.0) or higher.

Mathematics

Every student must demonstrate mathematical reasoning. Students may satisfy this requirement in either of the following ways:

- By earning a minimum test score of 650 on the SAT Mathematics examination or a 29 on the ACT Mathematics examination.
- By completing, with a grade of C (2.0) or higher, one of the following courses: MATH – M 100, MATH – M118, MATH – M 119, MATH – M 125, MATH – M 215.

- By exemption (without credit) through an appropriate examination as determined by the Department of Mathematics.

Group II: Intensive Writing

Students must complete at least two COAS Intensive Writing courses. (These courses can also be used to satisfy other distribution requirements or requirements within the major.)

Group III: Distribution

A student must take a total of 27 credit hours listed under the categories of Group IIIA, IIIB and IIIC with a minimum of 6 credit hours in each category. Group IIIC courses must not be in Fine Arts.

Students must take at least one science course in Group III A that includes a laboratory.

A student must take at least one studio arts/performing arts/creative writing course in the humanities (this course may also be used to satisfy the major).

Group IV: Diversity

Students must take one 3 credit hour course in each of these three categories. No course can be used more than once in Group IV. Courses used to fulfill the Group IV requirements cannot also be used to fulfill the Group III requirements; if a course taken in Group IV is in the discipline of the student's primary major, it cannot also be counted in that major itself.

- Select one History course from the following:
 - HIST-H 105
 - HIST-H 106
 - HIST-H 113
 - HIST-H 114
 - HIST-H 232
- Racial Minority Experience in the United States
 - Students must complete one course from the list of Group IV B courses.
- Additional Diversities (social class, language, religion, gender, sexual orientation, age, disabilities, non-western culture)
 - Students must complete one course from the list of Group IV C courses, Additional Diversities (social class, language, religion, gender, sexual orientation, age, disabilities, non-western culture)

Group V: Requirements for the Major

Students should plan a tentative outline of their academic program with their advisors in their major department as soon as they matriculate or declare a major. They should continue to revise and update their plan each year as they progress through their education.

The following are minimum requirements for any major. Further and detailed requirements can be found in the departmental statements in this bulletin. The specific departmental requirements that must be fulfilled by each student are those published in the bulletin current at the time the major is declared, or those in the bulletin current at the time of graduation, whichever the student chooses.

- At least 25 credit hours must be taken in the major, and the cumulative grade point average in the major must be at least 2.0.
- Any course in which the student receives a grade below C- (1.7) may not be used to fulfill requirements for the major. However, any non-repeated course that the student passes will count toward the 120 credit hour total.
- At least 10 credit hours within the major discipline must be completed while in residence at IU Northwest.
- Individual departments may require a minor of 15 to 20 credit hours in another subject. Any course taken to satisfy the requirements of a minor must be completed with a grade of C- or higher; and the cumulative grade point average of all courses taken in the minor must be at least 2.0 (C). At least 6 credit hours of courses in the minor must be taken in residence at IU Northwest. (See the individual departmental listing.)
- Not more than 60 credit hours in any one subject area may be counted toward the B.A. degree.
- Students must take 3 credit hours of capstone course work. The course may also be counted toward fulfilling other arts and sciences degree requirements (e.g., intensive writing, major, 300-400 level). Consult departmental advisors for details.

For procedure regarding change of major, see the Assistant to the Dean.

Minors (Optional)

A minor shall consist of at least 15 credit hours with a grade of C- or higher and a cumulative grade point average of at least 2.0 in the minor field. (A minimum of 2 courses totaling at least 6 credit hours must be taken while in residence at IU Northwest.)

Students in one department (e.g., French) may satisfy requirements for a minor in another department (e.g., Sociology). Students may have more than one minor. Students' major(s) and minor(s) may be listed on their transcripts. Students must advise the recorder in the College of Arts and Sciences of the minor(s) and receive advisement from the minor department.

Students who have been awarded a baccalaureate degree cannot at a later date change the degree to include additional majors and/or minors.

The following minors are available in the College of Arts and Sciences:

- Afro-American Studies
- Anthropology
- Biology
- Canadian Studies
- Chemistry
- Communication
- Computer Information Systems
- Economics
- English
- Fine Arts
- French
- Geology
- History
- Latino Studies

- Mathematics
- Philosophy
- Physics
- Political Science
- Psychology
- Race-Ethnic Studies
- Sociology
- Spanish
- Theatre
- Women's and Gender Studies

Degree Completion Chart for Bachelor of Fine Arts

This chart is located in an Appendix at the end of the printed bulletin.

Certificates

The College of Arts and Sciences offers undergraduate and post-baccalaureate certificates in the following areas:

- Computer Information Systems
- Community Development/Urban Studies
- Race-Ethnic Studies
- Women's and Gender Studies

Second Bachelor's Degree

Normally the holder of a baccalaureate degree who wishes to pursue a further educational goal is encouraged to become qualified for admission to a graduate degree program. In certain cases, however, the dean may admit a baccalaureate degree holder to candidacy for a second baccalaureate degree. When such admission is granted, candidates must earn at least 26 additional credits-in-residence and meet the requirements of the College of Arts and Sciences and of the department in which they are candidates.

Interdepartmental Major

Interdepartmental majors are available to students who wish to combine two disciplines or subjects into an interdepartmental concentration area. Such students are required to complete a minimum of 40 credit hours in the interdepartmental major. Students must also fulfill the following requirements:

- The 40 credit hour concentration need not be equally divided between the two disciplines, but a program designed to give substantial knowledge should be planned in each discipline.
- Each of the two areas should include a minimum of four 300- or 400-level courses for a minimum of 12 credit hours in each area.
- Students must have two advisors, one from each department in which they propose to study.
- The program of studies must be approved by both departments and by the college.

The following interdepartmental majors are available in the College of Arts and Sciences:

- Afro-American Studies and Communication
- Afro-American Studies and English
- Computer Information Systems and Fine Arts - Graphic Design
- Computer Information Systems and Mathematics
- Biology, Chemistry and Geosciences - Environmental Sciences

Preprofessional Curricula

The Pre-Health Professions Program is home to students who wish to pursue medicine, dentistry, veterinary, pharmacy, physical therapy, occupational therapy, optometry, physician assistant, podiatry, chiropractic therapy, speech and hearing therapy as well as other health professions as careers. To gain admission into those professions, students typically complete a bachelor's degree followed by considerable advanced study. At the undergraduate level, students may select and complete any major. However, students need to enroll in a specified sequence of courses to prepare them for professional school entrance examinations and to satisfy professional school prerequisite requirements. The particular sequence of courses is unique to each professional school. The Pre-Health Professions Program provides students with comprehensive advice and guidance from the time they first express an interest in a health profession (even before they matriculate at IU Northwest) through graduation and successful transition into a professional school). The program helps ensure that the students' education is of the highest quality, and helps them identify the medical and health careers that fit their aspirations, helps them develop a tailored sequence of courses that will help them reach their goals, and helps them prepare applications that present them at their best.

Dentistry

Students may be admitted to the School of Dentistry upon receipt of their baccalaureate degrees or at the end of three years in the College of Arts and Sciences.

A student entering the School of Dentistry after completing 90 credit hours in the College of Arts and Sciences, exclusive of military training and physical education, who has satisfied the Group I through V requirements, may apply 32 credit hours earned the first year in dentistry as electives and at the end of this year earn the B.A. degree. Students expecting to do this should consult with their major departments since IU Northwest awards the B.A. degree.

Prerequisite Requirements

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.)
- CHEM-C 105/C125 (5 cr.)
- CHEM-C 106/C126 (5 cr.)
- CHEM-C 341 (3 cr.)
- CHEM-C 343 (3 cr.)
- ENG-W 131 (3 cr.)
- Select one of the following
 - PHYS-P 201 - P202 (10 cr.)
 - PHYS-P 221 - P222 (10 cr.)
- Psychology (3-6 cr.)
- Interpersonal communication (3 cr.)
- Biochemistry (3 cr.)
- Anatomy with a laboratory (4 cr.)
- Physiology with a laboratory (4 cr.)

For further information regarding programs, the Dental Aptitude Test, and applications, contact the health professions advisor at (219) 980-7106.

Law

Admission to law schools requires a baccalaureate degree and a Law School Admission Test (LSAT) score. The degree may be in any discipline. Students preparing for law school are advised to take courses in logical thought, American history, American politics, business, and criminal and civil law. While no specific courses are required, Indiana University offers an interdisciplinary prelaw minor for students interested in attending law school.

The minor includes six courses totaling 18 credit hours. Students in the School of Public and Environmental Affairs, the School of Business and Economics, and the College of Arts and Sciences could double-count courses that are required for their major or concentration, but they are required to take at least four courses or 12 credit hours outside of their major or concentration. The structure of the minor is as follows:

- HIST-H 106 American History II (Twentieth Century) (3 cr.)
- PHIL-P 150 Elementary Logic (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- SPEA-J 101 American Criminal Justice (3 cr.)
- POLS-Y 103 Introduction to American Politics (3 cr.)
- One elective (3 cr.)

Students may pick from the following courses for the elective:

- ECON-E 103 Introduction to Microeconomics (3 cr.)
- HIST-H 105 American History I (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 303 Evidence (3 cr.)
- SPEA-J 306 The Criminal Courts (3 cr.)
- BUS-L 303 Commercial Law (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- HIST-A 313 Origins of Modern America (3 cr.)
- HIST-A 315 Recent U.S. History (3 cr.)
- SPEA-H 441 Legal Aspects of Health Care Administration (3 cr.)

The prelaw advisor can approve an elective that is not on this list if it meets the educational objectives.

The university provides prelaw counseling for interested students. Contact the prelaw advisor at (219) 980-6841 or (219) 980-6636, or (219) 980-6655.

Medicine

A student may be admitted to the School of Medicine upon receipt of the baccalaureate degree with a major in any department in the College of Arts and Sciences provided courses required by the School of Medicine are included.

Premedical Requirements

- BIOL-L 101 (4 cr.)
- BIOL-L 102 (4 cr.)
- CHEM-C 105 (3 cr.)
- CHEM-C 125 (2 cr.)
- CHEM-C 106 (3 cr.)
- CHEM-C 126 (2 cr.)
- CHEM-C 341 (3 cr.)
- CHEM-C 342 (3 cr.)

- CHEM-C 343 (2 cr.)
- CHEM-C 344 (2 cr.)
- CHEM-C 483 (3 cr.)
- PSY-P 101 (3 cr.)
- PSY-P 102 (3 cr.)
- SOC-S 161 (3 cr.)
- Select one of the following
 - PHYS-P 201 - P202 (10 cr.)
 - PHYS-P 221 - P222 (10 cr.)

For additional information about the Medical College Admission Test, the American Medical College Application Service, programs, and application procedures, contact the Health Professions Advisor at (219) 980-7106.

Occupational Therapy

Indiana University offers a six-year program leading to a master's degree in occupational therapy (four years preoccupational therapy leading to a bachelor's degree with a major in any department in the College of Arts and Sciences, and then two years in the master's program offered by Indiana University on the IUPUI campus). IU Northwest offers the courses required for entry into master's programs in occupational therapy. Upon completion of the bachelor's degree, students must apply for entry to a school of occupational therapy for their professional training. Admission to an occupational therapy program also requires documented volunteer or paid experiences in health care settings.

Preoccupational Therapy Requirements

- CHEM-C 101 (3 cr.)
- CHEM-C 121 or higher (2 cr.)
- Anatomy with a laboratory (4 cr.)
- Physiology with a laboratory (4 cr.)
- Composition (6 cr.)
- Speech (3 cr.)
- Basic statistics (3 cr.)
- MATH-M 118 or higher
- Ethics or philosophy (3 cr.)
- Introductory sociology (3 cr.)
- Introductory psychology (6 cr.)
- Abnormal psychology (3 cr.)
- Life span psychology (3 cr.)
- Medical terminology (3 cr.)
- Electives (12-13 cr.)

This plan of study will satisfy most of the requirements of other institutions. Applicants seeking admission to an occupational therapy program should contact the school they are interested in attending for up-to-date information on specific prerequisites and admission requirements.

For further information contact the health professions advisor at (219) 980-7106.

Optometry

Indiana University offers a seven-year program leading to a degree in optometry (three years preoptometry, four years in the School of Optometry). During the three-year preoptometry program, the student must complete 90 credit hours, including the following:

- CHEM-C 105 (3 cr.)
- CHEM-C 106 (3 cr.)

- CHEM-C 125 (2 cr.)
- CHEM-C 126 (2 cr.)
- CHEM-C 341 (4 cr. or two courses)
- MATH-M 215 (5 cr.)
- PHYS-P 201 (5 cr.)
- PHYS-P 202 (5 cr.)
- PSY-P 101 (3 cr.)
- PSY-P 102 (3 cr.)
- PSY-K 300 (3 cr.)
- BIOL-L 101 (4 cr.)
- BIOL-M 310 (3-4 cr.)
- plus one additional advanced course in biology
- ENG-W 131 (3 cr.)
- Arts and humanities (6 cr.)
- Social and behavioral sciences (6 cr.)
- Proficiency equivalent of foreign language (10 cr.)

The student may submit an application to the School of Optometry one semester in advance of completion of preoptometry requirements.

For applications and additional information contact the health professions advisor at (219) 980-7106.

Pharmacy

IU Northwest does not grant a degree in pharmacy, but students may complete prepharmacy courses on this campus. The following plan of study is for students who will apply for admission to the School of Pharmacy and Pharmacal Sciences at Purdue University, West Lafayette campus. (The information is subject to change as a result of action by federal and/ or state governments, the Trustees of Purdue University, the administration of Purdue University, and the faculty of the School of Pharmacy and Pharmacal Sciences.)

The application for admission should be submitted to Purdue University before January 5 to ensure consideration for the fall semester. Students who decide to transfer to another institution may have to adjust their program.

Prepharmacy

- One year of general chemistry with laboratory (minimum 8 cr.)
- One year of organic chemistry with laboratory (minimum of 8 cr.)
- One year of calculus (minimum of 6 cr.)
- One semester of economics (3 cr.)
- One year of biology with laboratory (minimum of 8 cr.)
- One semester of microbiology with laboratory (minimum of 4 cr.)
- One year of anatomy and physiology (8 cr.)
- One semester of physics (5 cr.)
- Two semesters of English composition (minimum of 6 cr.)

Students who complete prepharmacy at IU Northwest can apply for admission to the School of Pharmacy at Purdue and should schedule PHPR200 (Pharmacy Orientation) after transferring. High school and college records will be considered in determining eligibility for admission. A student should also have at least a B+ average for all courses previously taken. In addition, the grade in each

course must be at least a C for the credit to transfer. Grades are not transferred; only credit in the course is recorded. Purdue University does not automatically accept advanced credit that is granted by other universities. A similar program is now in place with the Chicago College of Pharmacy and its 2+3 program.

For further information on the health professions and pharmacy contact the health professions advisor at (219) 980-7106.

Physical Therapy

Indiana University offers a seven-year program leading to a degree in physical therapy (four years prephysical therapy leading to a bachelor's degree with a major in any department in the College of Arts and Sciences, three years in the doctoral physical therapy program offered by Indiana University on the IUPUI campus). IU Northwest offers the courses required for entry into master's and doctoral programs in physical therapy. Upon completion of the bachelor's degree, students must apply for entry to a school of physical therapy for their professional training. Admission to a physical therapy program also requires documented volunteer or paid experiences in health care settings.

Prephysical Therapy Requirements

- CHEM-C 105 (3 cr.)
- CHEM-C 125 (2 cr.)
- CHEM-C 106 (3 cr.)
- CHEM-C 126 (2 cr.)
- Select one of the following
 - PHYS-P 201 - P202 (10 cr.)
 - PHYS-P 221 - P222 (10 cr.)
- Anatomy with a laboratory (4 cr.)
- Physiology with a laboratory (4 cr.)
- Basic statistics (3 cr.)
- Introductory psychology (3 cr.)
- Life span Human Development / Psychology (3 cr.)
- Social science or humanities electives (6 cr.)

This plan of study will satisfy most of the requirements of other institutions. Applicants seeking admission to a physical therapy program should contact the school they are interested in attending for up-to-date information on specific prerequisites and admission requirements.

For further information contact the health professions advisor at (219) 980-7106.

Physician Assistant

Indiana University does not have a degree program in physician assistant studies. However, the courses needed for admission are available at IU Northwest. Admission to most programs requires a minimum of 3 years (90 credit hours) of study at an accredited college or university. Some programs that offer a master's degree in physician assistant studies also require a bachelor's degree. The course requirements vary quite a bit, although most programs require

- Two courses of general chemistry with the lab
- One course in biology with the lab
- One course in microbiology with the lab
- Two courses in anatomy and physiology with the lab

- Two courses in organic chemistry with the lab

Admission to a physician assistant program generally requires volunteer or paid experience in a health care setting. Applicants seeking admission to a physician assistant program should contact the school they are interested in attending for up-to-date information on specific prerequisites and admission requirements.

For further information contact the health professions advisor at (219) 980-7106.

Podiatry

Indiana University does not have a degree program in podiatry. However, the courses needed for admission are available at IU Northwest. The minimum requirement for admission to a school of podiatry is completion of three academic years (90 credit hours) of study at an accredited college or university. Applicants are strongly encouraged to obtain a baccalaureate degree before entering a college of podiatry. The undergraduate curriculum should include these courses:

- Biology (8 cr.) (Recommendation that 4 of those credits be either cell biology or biochemistry)
- Inorganic chemistry (8 cr.)
- Organic chemistry (8 cr.)
- Physics (8 cr.)
- English composition and literature (6 cr.)

Science courses must include laboratories.

Further information on the health professions and podiatry may be obtained by contacting the health professions advisor at (219) 980-7106.

Veterinary

Indiana University does not have a degree program in veterinary medicine. However, the courses needed to apply for admission to such a program are available at IU Northwest.

Candidates must complete a minimum of 70 credit hours of course work before taking the Graduate Record Exam.

Minimum requirements

- English composition (6 cr.)
- Speech (3 cr.)
- General biology with laboratories (8 cr.)
- General and organic chemistry with laboratories (16 cr.)
- One semester of genetics
- Two semesters of calculus
- Physics with laboratories (8 cr.)
- Genetics with laboratory (4 cr.)
- Three semesters of humanities (9 cr.)
- Electives (18 cr.)

If an animal nutrition course is not available at the undergraduate campus, a student may take this course after admission to the program.

Further information on the health professions and veterinary medicine may be obtained by contacting the health professions advisor at (219) 980-7106.

Courses Outside the College of Arts and Sciences

A candidate for a baccalaureate degree in the College of Arts and Sciences must complete satisfactorily at

least 105 credit hours in courses in the College of Arts and Sciences unless a student pursues a minor or a certificate in another division of the university that grants degrees. If so, the 105 credit hour minimum in Arts and Sciences may be reduced sufficiently to allow the student to fulfill the minimum number of credit hours for the other division's minor or certificate, providing that all other Arts and Sciences requirements are met. If no such non-Arts and Sciences minor or certificate is pursued, the remaining 15 credit hours may be taken in the College of Arts and Sciences or in divisions of the university that grant degrees. Any credits in excess of 120 will appear on the academic transcript and will be credited to the academic record.

Courses Outside IU Northwest

Current IU Northwest COAS students who seek to take additional courses at another college or university that are specifically required for their IU Northwest major are strongly advised to seek prior approval by their departmental chair, the chair of the department offering the course, and the dean of COAS before those courses are taken to ensure the transfer of those courses back to IU Northwest and the acceptance of those courses for their degree requirements.

Students who leave IU Northwest for a semester or longer, take courses elsewhere, and return to IU Northwest at a later date must go through the usual transfer of credit process as required for students new to IU Northwest; their department chairs and Dean have the right to deny approval of the acceptance of those courses by IU Northwest. Prior approval is advised.

Double Majors and Double Degree

Students may complete the requirements of two majors as either a double major or a double degree. With a double major, students complete the major (Group V) requirements for two majors and receive one degree. Students in this situation need only to satisfy the distribution requirements of the first major. They may use courses in the second major to satisfy the distribution requirements. With the double degree option, students complete two majors and receive two degrees. These degrees are of different type. Examples could include a student receiving a B.S. in Geology and a B.A. in English (different types of degrees) or a B.S. in Business and a B.S. in Biology (different divisions of the university), or a B.S. in Education and a B.A. in Geology (different types of degrees and different divisions of the university). A student pursuing a double degree would need to satisfy the distribution requirements for both majors.

Departments

Biology

Phone: (219) 980-6724

Webpage: <http://www.iun.edu/biology>

About the Department of Biology

Biology is the study of life. The Department of Biology at IU Northwest offers an interdisciplinary program in the life sciences leading to a Bachelor of Science degree, or a Bachelor of Arts degree. Students majoring in other subjects may also earn a Minor in Biology. Our undergraduate programs are designed to interface with the faculty's expertise in biomedical sciences, biotechnology, and environmental and ecological

sciences. The programs are diverse, flexible, and designed to accommodate individuals who have a wide range of interests within the life sciences. Courses are available for students seeking preprofessional training in the medical sciences (premedical, pre dental, and allied health sciences), for those pursuing occupations in biotechnology, forensics, and the pharmaceutical industry, for students intending to continue with graduate studies, and for those interested in environmental issues and field work. We firmly believe that the training of an undergraduate student is enhanced by experience in the "discovery side" of the discipline. Thus, students are encouraged to participate in research with faculty mentors. Many of our faculty have adjunct appointments at the Northwest Center for Medical Education, located across campus, and also maintain collaborations at other research institutions within the greater metropolitan area. This expands the opportunities for our students to engage in research projects with a broad spectrum of life scientists within and outside of Indiana University.

Each student majoring in biology is encouraged to acquire in-depth knowledge in related scientific disciplines or in other areas of study that use biology or contribute to biological methodologies. Biology students are thus encouraged to consider obtaining a minor in another area of study. The student's advisor will help plan such a program, which may be in disciplines in the College of Arts and Sciences or in other divisions of the university.

In addition to course work structured for the biology major, the Biology Department offers an array of classes designed for students majoring in other disciplines who are interested in certain areas of the life sciences.

The Department of Biology sponsors a chapter of Beta Beta Beta, the national honorary society in biology. Moreover, many of our students belong to student run organizations with faculty advisors such as the Biology club and the Preprofessional Studies Club. These organizations foster friendships and community among students interested in the biological sciences and other sciences, and offer outside avenues for learning and gaining experience related to their formal training within the department.

Major in Biology - B.S.

The Bachelor of Science in Biology degree provides students with a rigorous general background in the field of biology to prepare for graduate or professional school or science-related jobs requiring bachelor's-level training. The requirements in chemistry, mathematics, and physics have been selected to optimize the student's future opportunities. The degree provides a rigorous background in fundamental biology and cognate areas, and prepares students for professional or research-oriented careers and graduate work in a selected area of biology.

Requirements

- BIOL-L 101* (4 cr.)
- BIOL-L 102* (4 cr.) prerequisite of BIOL-L 101
- BIOL-L 211(3 cr.) prerequisite of BIOL-L 101
- BIOL-L 311 (4 cr.) prerequisite of BIOL-L 211

*BIOL-L 101 and BIOL-L 102 must be taken in sequence.

- At least 25 additional credit hours in Biology upper-level (300-400) courses must be completed.

- Students must complete at least four additional upper level labs.
- BIOL-L 403 (Senior Seminar) must be completed during the senior year (1 cr.).

BIOL-L 473, BIOL-M 440, or BIOL-Z 466 may satisfy the capstone requirement.

A minimum of one course must be taken from the listed courses in each of the areas below

- Molecular and Cellular Biology
 - BIOL-L 312 (3-4 cr.)
 - BIOL-M 310 (3-4 cr.)
 - BIOL-L 321 (3 cr.)
 - BIOL-L 323 (3 cr.)
- Genetics, Development, Evolutionary Biology
 - BIOL-Z 317 (3 cr.)
 - BIOL-L 331 (3 cr.)
- Ecology, Physiology, and Organismal Biology
 - BIOL-B 351 (3 cr.)
 - BIOL-B 352 (2 cr.)
 - BIOL-Z 406 (3-4 cr.)
 - BIOL-L 473 (3-4 cr.)
 - Select one of the following
 - PHSL-P 416 (3 cr.)
 - PHSL-P 461 (4 cr.)
 - PHSL-P 431 (4 cr.)

Students should consult with the Biology faculty for additional information concerning prerequisites and course content.

In addition to the required biology courses, the student must complete

- The following are required and should be taken concurrently with BIOL-L 101 and BIOL-L 102
 - CHEM-C 105 (3 cr.)
 - CHEM-C 106 (3 cr.)
 - CHEM-C 125 (2 cr.)
 - CHEM-C 126 (2 cr.)
- CHEM-C 341 (3 cr.)
- CHEM-C 342 (3 cr.)
- CHEM-C 343 (2 cr.)
- Select one of the following
 - CHEM-C 344 (2 cr.)
 - BIOL-L 323 (3 cr.)
- Select one of the following
 - PHYS-P 201 (5 cr.) - PHYS-P 202 (5 cr.)
 - PHYS-P 221 (5 cr.) PHYS-P 222 (5 cr.)
- MATH-M 215 (5 cr.)
- PSY-K 300 statistics (3 cr.)
- Select one of the following:
 - CSCI-A 106 (3 cr.)
 - CSCI-C 106 (3 cr.)
 - CSCI-A 201 (4 cr.)
 - CSCI-C 201 (4 cr.)

Students may specialize in the following emphasis areas by choosing at least 12 credit hours from the listed

courses within the specialty area (courses not listed may be substituted with consent from the departmental chair):

Biotechnology and Molecular Biology

- Select from the following
 - BIOL-L 312 Cell Biology (3-4 cr.)
 - BIOL-L 323 Molecular Biology Laboratory (3 cr.)
 - BIOL-M 310 Microbiology (3-4 cr.)
 - BIOL-M 430 Virology (3 cr.)
 - BIOL-Z 317 Developmental Biology (3 cr.)
 - BIOL-Z 318 Developmental Biology Laboratory (2 cr.)

Biomedical Sciences

- Select from the following
 - BIOL-L 312 Cell Biology (3-4 cr.)
 - BIOL-L 321 Immunology (3 cr.)
 - BIOL-L 331 Human Genetics (3 cr.)
 - BIOL-L 391 Special Topics in Biology (including Autoimmunity) (1-3 cr.)
 - Select one from the following
 - BIOL-L 498 Professional Internship (cr. arr.)
 - BIOL-L 490 Individual Study (cr. arr.)
 - BIOL-M 310 Microbiology (3-4 cr.)
 - BIOL-M 430 Virology (3 cr.)
 - BIOL-M 440 Medical Microbiology (3 cr.)
 - BIOL-P 431 Human Physiology (4 cr.)
 - BIOL-Z 317 Developmental Biology (3 cr.)
 - BIOL-Z 318 Developmental Biology Laboratory (2 cr.)
 - BIOL-Z 466 Endocrinology (3 cr.)

Ecology and Conservation Biology

- Select from the following
 - BIOL-L 473 Ecology (3-4 cr.)
 - BIOL-L 476 Regional Ecology (2 cr.)
 - BIOL-L 482 Restoration Ecology (3 cr.)
 - BIOL-L 483 Conservation Biology (3 cr.)
 - BIOL-L 490 Independent Research (cr. arr.)
 - BIOL-Z 406 Vertebrate Zoology (3-4 cr.)
 - BIOL-B 355 Plant Diversity (4 cr.)

In addition to the above courses, the student is responsible for fulfilling the general requirements of the Bachelor of Science degree as established by the College of Arts and Sciences.

Major in Biology - B.A. Requirements

- Introductory courses BIOL-L 101* (4 cr.)
- BIOL-L 102* (4 cr.) prerequisite of BIOL-L 101
- BIOL-L 211 (3 cr.) prerequisite of BIOL-L 101
- BIOL-L 311 (4 cr.) prerequisite of BIOL-L 211
- At least 18 additional credit hours in biology upper-level (300-400) courses must be included.
- Students must complete at least two additional upper-level labs.

*BIOL-L 101 and BIOL-L 102 must be taken in sequence.

A minimum of one course must be taken from the listed courses in each of the areas below

- Molecular and Cellular Biology
 - BIOL-L 312 (3-4 cr.)
 - BIOL-M 310 (3-4 cr.)
 - BIOL-L 321 (3 cr.)
 - BIOL-L 323 (3 cr.)
- Genetics, Development, Evolutionary Biology
 - BIOL-Z 317 (3 cr.)
 - BIOL-L 331 (3 cr.)
- Ecology, Physiology, and Organismal Biology
 - BIOL-B 351 (3 cr.)
 - BIOL-B 352 (2 cr.)
 - BIOL-Z 406 (3-4 cr.)
 - BIOL-L 473 (3-4 cr.)
 - Select one of the following
 - PHSL-P 416 (3 cr.)
 - PHSL-P 461 (4 cr.)
 - PHSL-P 431 (4 cr.)

Students should consult with the department for additional information concerning prerequisites and course content.

- The following are required and should be taken concurrently with BIOL-L 101 and BIOL-L 102
 - CHEM-C 105 (3 cr.)
 - CHEM-C 106 (3 cr.)
 - CHEM-C 125 (2 cr.)
 - CHEM-C 126 (2 cr.)

Students planning on graduate or professional school should take

- chemistry through CHEM-C 344
- PHYS-P 201
- PHYS-P 202
- mathematics at least through MATH-M 215
- statistics (PSY-K 300 or equivalent)
- computer language / application course.

BIOL-L 473, BIOL-M 440, or BIOL-Z 466 may satisfy the capstone requirement.

In addition to the above courses, the student is responsible for fulfilling the general requirements of the Bachelor of Arts degree as established by the College of Arts and Sciences. see as established by the College of Arts and Sciences.

Minor in Biology

Students wanting to minor in the biological sciences are required to take a minimum of 18 credit hours and may elect to have a minor in one of the following fields: general biology, microbiology, biotechnology, ecology, or human biology. *Courses in these minor areas are to be chosen with the consent of the Department of Biology*

Special Programs for Preprofessional Students in the Health Sciences

Students interested in a preprofessional curriculum for medicine, dentistry, podiatry, optometry, or other health fields should refer to the preprofessional curriculum

section in this bulletin. No specific major or degree program is required for preprofessional students. Students desiring a B.S. or B.A. biology degree should consult with the biology faculty to plan their course work. Most professional schools prefer students who will have completed a B.S. or B.A. degree before actually beginning the professional curriculum.

Options for Special Credit

Course credit may be awarded for high scores on the Advanced Placement and College Entrance Examination Board tests. Please see the Admissions Office and/or the Biology Department for more information.

Courses for Nonmajors

The BIOL-L 100 course offers the nonmajor an opportunity to examine the fundamental principles of biology and to prepare for more advanced courses should the decision be made to continue in biology.

The 200-400 level nonmajor courses are designed to acquaint students possessing minimal science background with the basic principles underlying the modern biological sciences. Emphasis is given to those biological concepts and advances that are of prime importance to the liberally educated nonscientist.

In addition to BIOL-L 100, the following courses are intended for nonmajors: BIOL-L 104, PHSL-P 130, BIOL-L 200, BIOL-M 200, BIOL-L 215, PHSL-P 261, PHSL-P 262, PHSL-P 263, BIOL-L 300, BIOL-L 302, BIOL-L 310, BIOL-L 316, BIOL-L 350, BIOL-L 363, BIOL-L 378, and BIOL-L 499

Chemistry, Physics, and Astronomy

Phone: (219) 980-6740

Webpage: <http://www.iun.edu/chemistry/>

Chemistry

About the Major in Chemistry

The chemistry major provides an excellent academic background for graduate school; for a career as an industrial chemist; for acceptance into medical, dental, veterinary or other professional health-related programs; and for positions in chemical instrument sales or chemically related administrative positions. *Minimum Degree:* Regardless of which degree track students seek, they are encouraged to take as many chemistry courses as possible above the minimum to enhance their professional skills and employment opportunities.

Recommended Minors (15 to 20 credit hours)

Although a minor is not required, it often enhances professional opportunities. Recommended minors: biology, mathematics, physics or geosciences. Consult the appropriate department for details. The B.S. degree is designed to enable the student who so desires to obtain a minor in one of these areas.

About the B.S. or B.S. - A.C.S. Degree

The American Chemical Society certifies the IU Northwest ACS degree. Graduates of these programs will be recommended to the American Chemical Society as having fulfilled requirements of the ACS Committee on

Professional Training. The B.S. degree emphasizes science courses as major requirements outside of the major required core; the B.A. emphasizes non-science

courses outside of the required major core. The B.S. is designed to enable the student to easily obtain a minor in a related area. The proficiency examination requirement can be satisfied by receiving a grade of B- (minus) or better in chemistry courses at or above the 300 level.

Bachelor of Arts (B.A.) Degree Departmental Requirements

Minimum degree requirements: 34-36 credit hours of chemistry including

- CHEM-C 105 (3)
- CHEM-C 106 (3)
- CHEM-C 125 (2)
- CHEM-C 126 (2)
- CHEM-C 301 (1)
- CHEM-C 310 (5)
- CHEM-C 341 (3)
- CHEM-C 342 (3)
- CHEM-C 343 (2)
- CHEM-C 361 (3)
- CHEM-C 363 (2)
- CHEM-C 430 (3)
- CHEM-C 209,*

and at least one from

- CHEM-C 344 (2)
- CHEM-C 362 (3) or PHYS-P 301 (3)
- CHEM-C 410 (4)
- CHEM-C 483 (3)

Other courses also required:

- MATH-M 215
- MATH-M 216
- PHYS-P 221
- PHYS-P 222

CHEM-C 301 and proficiency examinations are the capstone requirements.

* Waived if proficiency examination requirements are met.

Bachelor of Science (B.S.) Degree Departmental Requirements Chemistry: 45-46 credit hours minimum in chemistry, including

- CHEM-C 105 (3)
- CHEM-C 106 (3)
- CHEM-C 125 (2)
- CHEM-C 126 (2)
- CHEM-C 301 (1)
- CHEM-C 310 (5)
- CHEM-C 341 (3)
- CHEM-C 342 (3)
- CHEM-C 343 (2)
- CHEM-C 344 (2)
- CHEM-C 361 (3)
- CHEM-C 362 (or PHYS-P 301) (3)
- CHEM-C 363 (2)
- CHEM-C 409 (2)
- CHEM-C 410 (4)
- CHEM-C 430 (3)
- CHEM-C 209*

and at least one from among:

- CHEM-C 303 (3)
- CHEM-C 335 (2)
- CHEM-C 431 (3)
- CHEM-C 441 (2)
- CHEM-C 483 (3)

CHEM-C 301 and proficiency examinations are the capstone requirements.

* Waived if proficiency examination requirements are met.

Other courses also required:

- MATH-M 215
- MATH-M 216
- MATH-M 311
- PHYS-P 221
- PHYS-P 222
- BIOL-L 101 w/Lab

and either,

- CSCI-C 201 or
- PSY-K 300

Ancillary science electives:

Minimum of 16 credit hours (consult department for a listing of approved courses).

Bachelor of Science (B.S.) Degree (A.C.S.) Departmental Requirements Chemistry

46 credit hours minimum. Requirements are the same as for the B.S. degree except CHEM-C 483 is required.

Courses for ACS Degree (B.S. or B.A.) Degree

Suggested sequence of required science and mathematics courses. It is essential for the student obtain academic advising from the department at the beginning and middle of every academic year

Freshman Year

- CHEM-C 105 Principles of Chemistry I
- CHEM-C 125 Experimental Chemistry Lab I
- CHEM-C 106 Principles of Chemistry II
- CHEM-C 126 Experimental Chemistry Lab II
- MATH-M 215 Calculus I
- MATH-M 216 Calculus II

Sophomore Year

- CHEM-C 341 Organic Chemistry I
- CHEM-C 342 Organic Chemistry II
- CHEM-C 343 Organic Chemistry Lab I
- CHEM-C 344 Organic Chemistry Lab II
- PHYS-P 221 Physics I Lecture
- PHYS-P 221 Physics I Lab
- PHYS-P 221 Physics II Lecture
- PHYS-P 222 Physics II Lab
- MATH-M 311 Calculus III

Junior Year

- CHEM-C 361 Physical Chemistry I
- CHEM-C 362 Physical Chemistry II
- CHEM-C 363 Physical Chemistry Lab

- CHEM-C 310 Analytical Chemistry

Senior Year

- CHEM-C 483 Biochemistry
- CHEM-C 301 Chemistry Seminar
- CHEM-C 409 Chemical Research
- CHEM-C 410 Chemical Instrumentation
- CHEM-C 430 Inorganic Chemistry

Minor in Chemistry Requirements (19 credit hours)

- CHEM-C 105
- CHEM-C 125
- CHEM-C 106
- CHEM-C 126
- CHEM-C 341

and two advanced courses of 3 credit hours or more.

Non-Major Chemistry Courses

These courses can be used to fulfill science general education requirements or requirements in health fields such as nursing, dental hygiene etc.. Students in the health fields should contact their program for verification.

- CHEM-C 100 The World of Chemistry (3)
- CHEM-C 101 Elementary Chemistry I (3)
- CHEM-C 102 Elementary Chemistry II (3)
- CHEM-C 110 The Chemistry of Life (3)
- CHEM-C 120 Chemistry Laboratory (2)
- CHEM-C 121 Elementary Chemistry Lab I (2)
- CHEM-C 122 Elementary Chemistry Lab II (2)

Physics

Major in Physics - B.A.

IU Northwest offers a minor but not a major in physics. However a student can take several of the courses below and transfer the credit to a physics granting institution such as Bloomington.

Concentration Requirements

Physics: At least 25 credit hours, including PHYS-P 201 - PHYS-P 202 or PHYS-P 221 - PHYS-P 222, PHYS-P 301.

Recommended courses are PHYS-P 309, PHYS-P 332, PHYS-P 340. Mathematics: MATH-M 215, MATH-M 216, and MATH-M 343 are required.

Minor in Physics

Requirements 16 credit hours including. Two sequences are available to the student. Students seeking the physics minor are encouraged to discuss their course schedule with the department.

Calculus based sequence,

- PHYS-P 221 (5)
- PHYS-P 222 (5)
- PHYS-P 301 (3)

Plus 3 or more additional credits of physics courses above the 300 level. Suggestion,

- PHYS-P 309 (2)
- RESEARCH OR ADDITIONAL CLASS

OF 1 CR OR MORE (CONSULT DEPARTMENT)

Non-Calculus based sequence,

- PHYS-P 201 (5)
- PSYS-P 202 (5)
- PHYS-P 300 (3)

Plus 3 or more additional credits of physics courses above the 300 level. Suggestion,

PHYS-P 309 (2)

Research or additional class of 1 cr or more (consult department)

Courses for Non-Science Majors

The following courses are intended for students majoring in the humanities and social sciences. They assume little or no background in science or mathematics. All courses listed can be used to satisfy divisional distribution requirements as well as prepare students for 200 level general physics.

- PHYS-P 101
- AST-A 100
- AST-A 105
- AST-A 200

Interdepartmental Major in Environmental Science - B.S.

The Interdepartmental major involving Biology, Chemistry, and Geology in Environmental Science provides rigorous interdisciplinary background in the natural science segment of the environmental sciences, combined with a significant background in the allied disciplines of physics and mathematics, and coursework in environmental affairs. Please see Geosciences for further details.

Communication

Phone: 219-980-6781

Website: <http://www.iun.edu/communication/>

About the Department of Communication

The communication program provides students with an opportunity to investigate communication processes as they occur within and among individuals, groups, organizations, and societies. Students analyze the human communication process, develop communication skills, and learn how to facilitate the communication of others. Communication is one of the core national areas and IUN recognizes this need by requiring and/or providing the basic SPCH-S121 Public Speaking course across campus curriculums. For purposes of organization and utility, courses in speech, communication, public relations, journalism, and telecommunications have been combined into a single administrative unit within the department.

The major in communication provides the student with a broad-ranged understanding of human communication processes and the ability to apply basic principles, methods, and findings of human communication behavior and research in a variety of settings. Student organizations sponsored include Indiana University Northwest Communication Association-IUNCA (communication), Public Relations Student Society of America-PRSSA (national affiliation), and WIUN (radio programming/production). The major serves as a foundation for professional fields such as nonprofit and profit public relations, personnel, sales, and training as well as providing excellent preparation for graduate study

in communication, law, the ministry, public administration, public relations, and business.

Communication (COMM), Public Relations (COMM-J), Journalism (JOUR), Speech (SPCH), and Telecommunications (TEL) courses are alpha clustered listed within separate emphasis sections.

Major in Communication Requirements

1. A minimum of 30 credit hours, with grades of C- or higher, in courses labeled SPCH, COMM, JOUR, or TEL.
2. As part of the 30 credit hours, students must take SPCH-S 122 (exception: Public Relations takes SPCH-S 223 instead), SPCH-S 424, SPCH-S 400 (must have 21 credit hours completed in the major before taking capstone course), Tel-C 200 and one of the following: SPCH-S 405, SPCH-S 427, SPCH-S 450, or COMM-J 321.
3. After completing 21 credit hours in the major, students must take SPCH-S 400 (the capstone course).
4. The general education requirements set forth by the College of Arts and Sciences requires students pursuing the B.A. degree to take two courses designated as intensive writing courses. Communication majors must take a minimum of one intensive writing course from courses offered by the Department of Communication (S427 & S450).
5. A minimum of 15 credit hours must be taken at the 300-400 level.
6. Communication majors are required to augment their academic program in communication with a minor (a minimum of 15 credit hours) in another discipline. The student selects the minor area in consultation with a faculty advisor.

Most of the courses fall into one of three emphasis areas.

A minimum of 12 credit hours in one area, beyond the required courses, constitutes an emphasis in that area. The emphasis areas are as follows:

Emphasis Areas for Communication Majors**Cultural & Relational Communication**

- COMM-M 460 Culture and Mass Communication (3 cr.)
- SPCH-S 122 Interpersonal Communication (3 cr.)
- SPCH-S 322 Advanced Interpersonal Communication (3 cr.)
- SPCH-S 398 Independent Study in Speech Communication (3 cr.)
- SPCH-S 400 Senior Seminar in Speech (3 cr.)
- SPCH-S 405 Human Communication Theory (3 cr.)
- SPCH-S 424 Empirical Research Methods in Speech Communication (3 cr.)
- SPCH-S 427 Cross-Cultural Communication (3 cr.)
- SPCH-S 450 Gender and Communication (3 cr.)
- SPCH-S 490 Profession Practice Internship (3 cr.)
- TEL-C 200 Introduction to Mass Communication (3 cr.)

Business Communication and Public Relations

- COMM-J 219 Introduction to Public Relations (3 cr.)
- COMM-J321 Advanced Public Relations (3 cr.)

- COMM-J429 Public Relations Campaigns (3 cr.)
- JOUR-C 327 Writing for Publication (3 cr.)
- JOUR-J 200 Writing for Mass Media (3 cr.)
- SPCH-S 223 Business and Professional Speaking (3 cr.)
- SPCH-S 320 Advanced Public Speaking (3 cr.)
- SPCH-S 336 Current Topics in Communication: Introduction to Public Relations - Public Relations Internet Resources: Impact of Social Media (3 cr.)
- SPCH-S 398 Independent Study in Speech Communication (3 cr.)
- SPCH-S 400 Senior Seminar in Speech (3 cr.)
- SPCH-S 405 Human Communication Theory (3 cr.)
- SPCH-S 424 Empirical Research Methods in Speech Communication (3 cr.)
- SPCH-S 427 Cross-Cultural Communication (3 cr.)
- SPCH-S 440 Organizational Communication (3 cr.)
- SPCH-S 450 Gender and Communication (3 cr.)
- SPCH-S 490 Profession Practice Internship (3 cr.)
- TEL-C 200 Introduction to Mass Communication (3 cr.)

New Media Studies and Mass Communication

- COMM-C 340 Practicum in Media Production (3 cr.)
- COMM-C 351 TV Production I (3 cr.)
- COMM-M 460 Cultural and Mass Communication (3 cr.)
- COMM-C 462 Media Theory and Criticism (3 cr.)
- JOUR-J 200 Writing for Mass Media (3 cr.)
- SPCH-S 398 Independent Study in Speech Communication (3 cr.)
- SPCH-S 400 Senior Seminar in Speech (3 cr.)
- SPCH-S 424 Empirical Research Methods in Speech Communication (3 cr.)
- SPCH-S 427 Cross-Cultural Communication (3 cr.)
- SPCH-S 450 Gender and Communication (3 cr.)
- SPCH-S 490 Profession Practice Internship (3 cr.)
- TEL-C 200 Introduction to Mass Communication (3 cr.)
- TEL-R 204 Foundations of Telecommunications (3 cr.)
- TEL-R 308 Radio Production and Directing (3 cr.)

Certification in Public Relations

Candidates working toward the Public Relations emphasis with the intent of becoming certified must have a 2.5 overall and 3.0 in the major. Certification requires the following specific public relations courses: COMM-J 219, COMM-J 321, COMM-J 429, SPCH-S 336 (current topics—PR on the Internet & Social Media), SPCH-S 398 (independent study covering specific certification requirements), and SPCH-S 490 (public relations internship). Other required courses include SPCH-S 223, TEL-C 200, SPCH-S 424, SPCH-S 400, and one of the following: SPCH-S 405, SPCH-S 427, SPCH-S 440, or SPCH-S 450. Membership in the Public Relations Student Society of America (PRSSA) is required. There is an additional fee to register for the national certification exam sponsored by the Universal Accreditation Board.

Degree Attainment Meets Diverse Scheduling Needs

The Department of Communication is committed to making the communication major available to part-time and working students. Multiple courses are offered in the evening and during the summer to meet diverse

scheduling needs. Communication majors must also complete the general education requirements for the Bachelor of Arts degree in the College of Arts and Sciences as well as general university requirements.

Internships

Internships are available for communication majors; required for the public relations emphasis, if meeting standards. SPCH-S 490 requirements include minimums of junior or senior standing, 21 credit hours of completed communication courses, a 3.0 grade point average in the major, an overall 2.5 grade point average (or higher), faculty supervision, and departmental approval. There are also practicum and independent study courses such as COMM-C 340 and SPCH-S 398.

Interdepartmental Major in Afro-American Studies and Communication

The Departments of Communication and Minority Studies offer a thematically integrated major in Afro-American and Communication Studies. This interdepartmental major is designed for students who wish to combine substantial Afro-American studies with their work in the communication major. (Details available under the "Department of Minority Studies" section of this bulletin.)

Minor in Communication Requirements

- SPCH-S 121 (3 cr.)
- SPCH-S 122 (3 cr.)
- SPCH-S 223 (3 cr.)
- Select a minimum of 6 credit hours at the 300-400 level

With careful planning, it is possible for students to eventually earn a minor through successfully completing required courses offered during a combination of evenings, summer sessions, and weekends.

Computer Information Systems

Phone: 219-980-6638

Website: <http://www.iun.edu/cis/>

B.S. in Computer Information Systems (CIS) Requirements

- Complete a minimum of 120 credit hours. At least 36 of those credit hours must be at the 300-400 level. At least 105 of those credits must be COAS courses.
- Complete MATH-M 118 and PSY-K 300.
- Complete distribution requirements (please see department for specific CIS requirements).

Group V Major—Computer Information Systems Core (45 cr.)

- CSCI-C 106 (3 cr.)
- CSCI-C 150 (3 cr.)
- CSCI-A 106 (3 cr.)
- CSCI-A 247 (3 cr.)
- CSCI-A 285 (3 cr.)

Select one of the following programming options:

- option A
 - CSCI-A 201 (4 cr.)
 - CSCI-A 302 (4 cr.)
- option B

- CSCI-C 201 (4 cr.)
- CSCI-C 307 (3 cr.)
- option C
 - CSCI-A 210 (4 cr.)
 - CSCI-A 346 (3 cr.)

All of the following:

- CSCI-C 330 (3 cr.)
- CSCI-C 430 (3 cr.)
- CSCI-C 442 (4 cr.) or INFO-I 421 (3 cr.)
- INFO-I 402 (3 cr.)

Select one of the following for the capstone requirement:

- CSCI-Y 398 (1-6 cr.)
- CSCI-C 390 (1-6 cr.)

CIS Electives to complete 45 credit hours. (See Department for list of electives.)

Students must also complete the general requirements of the College of Arts and Sciences.

Microcomputer Applications Proficiency Test

- A microcomputer applications proficiency test allows students to test out of CSCI-A 106 Introduction to Computing (3 cr.). The test consists of online and written modules that measure the student's ability to perform various tasks upon actual computer files. Achieving a total minimum grade of 70 percent would allow a student to test out of CSCI-A 106. However, in order to receive credit hours for the course, a student must satisfactorily complete either CSCI-A 285 or CSCI-A 213 with a C (2.0) or higher. Such a student will be eligible for 3 credit hours of special credit with a grade of S. It is the responsibility of the student to request that CIS forward this information to his or her division.
- Each module will be graded separately. Achieving a minimum grade of 70 percent for a module would allow a student to test out of that particular module. CIS provides a method for students to receive instruction only in the areas where placement scores indicate that they are deficient by teaching three 1 credit hour courses taught concurrently with CSCI-A 106: CSCI-A 103 (word processing), CSCI-A 104 (spreadsheets), and CSCI-A 105 (relational database).
- Total (45 cr.)

Group VI: Minor

- Students must select a minor in any area. (A business or SPEA minor is very marketable with the computer information systems degree.)

Electives and Internship

- Each student will be required to gain sufficient elective or internship credit to meet the minimum 120 credit hour requirement.
- A maximum of 6 credit hours may be awarded for successful completion of an internship. Credit not given for both COAS-W 398 and CSCI-Y 398 in excess of 6 credit hours. The CSCI-Y 398 Internship is considered a capstone course. While internships are opportunities to learn new skills, CIS interns are often hired based on their cumulative knowledge and ability to provide employers with needed skills. CIS

Internship credit is normally awarded 1 credit hour a semester.

- Consult the department chairperson for specific details concerning registration requirements, and check with Career Services for internship opportunities.

B.S. in Informatics (INFO) Requirements

1. A minimum of 120 credit hours are required to complete the degree requirements. At least 36 of those credit hours must be at the 300-400 level. At least 105 of those credits must be COAS courses.
2. Complete MATH-M 118 and PSY-K 300.
3. Students must also complete the general requirements of the College of Arts and Sciences (please see department for specific INFO requirements)

General Education Requirements (39-49 cr.)

The general education requirements for Bachelor of Science in Informatics will parallel those for a Bachelor of Science degree in the College of Arts and Sciences. Specifically, in addition to the general requirements for this baccalaureate degree, candidates for the Bachelor of Science degree in Informatics must complete the following group requirements.

Group V—Major (55-58 cr.)

The major requirements are organized into three categories:

Informatics Core (34 cr.)
 Informatics Electives (6 cr.)
 Cognate Area (15-18 cr.)

Informatics Core (34 credit hours)

Required (22 cr.)

- INFO-I 101 Introduction to Informatics (4 cr.)
- INFO-I 201 Mathematical Foundations of Informatics (4 cr.)
- INFO-I 202 Social Informatics (3 cr.)
- INFO-I 210 Information Infrastructure I (4 cr.)
- INFO-I 211 Information Infrastructure II (4 cr.)
- INFO-I 308 Information Representation (3 cr.)
- Select two of the following (6 cr.)
 - INFO-I 300 Human-Computer Interaction (3 cr.)
 - INFO-I 303 Organizational Informatics (3 cr.)
 - INFO-I 310 Multimedia Arts and Technology (3 cr.)
 - INFO-I 320 Distributed Systems and Collaborative Computing (3 cr.)
- Select one of the following three capstone options (6 cr.)
 - INFO-I 494 and INFO-I 495 Design and Development of an Information System I/II (3 - 3 cr.)
 - INFO-I 492 and INFO-I 493 Senior Thesis I/II (3 & 3 cr.)
 - INFO-I 491 Capstone Project Internship (1 cr. may be repeated up to 6 cr.)

Total (34 cr.)

Informatics Electives (6 credit hours, 300 level or higher)

Please see the CIS Department for a list of acceptable courses.

Total (6 cr.)

Cognate Area (15-18 credit hours)—Select one Cognate Area

Please see the individual departments for specific information on the Cognate Area.

Interdepartmental Major: CIS and Fine Arts Bachelor of Science in Computer-based Graphic Arts

Computer-based graphic artists are sought-after in the job market. The students who graduate with this degree will have a strong background in artistic (fine arts) and computer (CIS) skills. Computer-based graphic arts are widely used tools in business, industry, and the arts.

The student will have two official advisors—one in the Department of Fine Arts and one in Computer Information Systems—who will help plan the course of study in detail and with frequent consultations.

The general degree requirements are the same as for the Bachelor of Science in Computer Information Systems, except that the Group I requirement consists of ENG-W 131, ENG-W 231, SPCH-S 121, MATH-M 118 or MATH-M 119, PSY-K 300, and Group V Major requirements are replaced by the following:

Group V Interdepartmental Major Requirements (49-59 cr.)

Department of Fine Arts (31-41 cr.)

- Select one of the following
 - FINA-F 100 (3 cr.)
 - FINA-F 102 (3 cr.)
- FINA-A 100 series (history of art) (3 cr.)
- 300- or 400- level art history (3 cr.)
- FINA-S 250 (3 cr.)
- FINA-S 351 (3 cr.)
- FINA-S 352 (3 cr.)
- FINA-S 353 (3 cr.)
- FINA-S 400 (1-6 cr.)
- FINA-S 413 (2 cr.)
- FINA-S 414 (2 cr.)
- FINA-S 415 (2 cr.)
- FINA-A 435 (2 cr.)
- FINA-S 497 (1-6 cr.)
- Complete requirements 5-7 for Major in Studio Practice
- Capstone course requirement
 - FINA-A 435 (3 cr.)
 - FINA-S 497 (1-6 cr.)
 - participating in the graduating senior exhibition

Computer Information Systems (18 cr.)

- CSCI-A 106 (3 cr.)

- INFO-N 215 (3 cr.)
- CSCI-A 348 (3 cr.)
- CSCI-C 390 (3 cr.)
- Select one of the following
 - CSCI-A 340 (3 cr.)
 - INFO-I 310 (3 cr.)
 - INFO-I 400 (3 cr.)

For Bachelor of Science degrees, all students must complete the group VI minor.

There is a Bachelor of Arts version of this inter-departmental degree. See the Fine Arts Department section for details.

Interdepartmental Major: CIS and Mathematics Bachelor of Science in Simulation/Modeling Analysis

The students who graduate with this degree will have a strong background in theoretical (mathematics) and practical (CIS) skills. Modeling and computer simulation are widely used tools in business, industry, and research. Computer simulation allows an investigator to test proposed alterations to existing systems as well as proposed designs for entirely new systems.

Work in this area requires strong mathematical, statistical, and computer skills. This program should appeal to students interested in mathematics, computers, business, and the sciences.

The student will have two official advisors—one in Mathematics and one in Computer Information Systems—who will help plan the course of study in detail.

The general degree requirements are the same as for the Bachelor of Science in Computer Information Systems, except that the Group V major requirements are replaced by the following:

Group V Interdepartmental Major Requirements (43-45 cr.)

Department of Mathematics (22-24 cr.)

- MATH-M 215 (5 cr.)
- MATH-M 216 (5 cr.)
- MATH-M 301 (3 cr.)
- MATH-M 360 (3 cr.)
- MATH-M 447 (3 cr.)
- MATH-M 448 (3 cr.)

Total (22-24 cr.)

Computer Information Systems (21-23 cr.)

- CSCI-C 106 (3 cr.)
- CSCI-C 150 (3 cr.)
- Select one of the following
 - CSCI-C 201 (4 cr.) and CSCI-C 307 (3 cr.)
 - CSCI-A 201 (4 cr.) and CSCI-A 302 (4 cr.)
- CIS or Informatics elective @ 300 level or above (3-4 cr.)
- CSCI-C 410 (3 cr.)
- CSCI-C 390 (1-3 cr.)
 - Capstone course requirement
 - Select one of the following: CSCI-C 390 course (1-3 cr.) for which the student will

write a complete project-thesis starting with a theoretical model of a problem and then writing a computer program solution in C++, Java, or other appropriate computer language. The possibility of internships (CSCI-Y 398) also exists because the degree is highly application-oriented. An especially rewarding situation would combine the internship and the capstone experience into a single project-thesis.

Total (21-23 cr.)

For Bachelor of Science degrees, all students must complete the Group VI minor.

-

Minor in Computer Information Systems (CIS) Requirements

- CSCI-C 106 (3 cr.)
- CSCI-A 106 (3 cr.)
- 200 to 400 level (9 cr.)
- Students must also complete general requirements of the College of Arts and Sciences.

Total (15 cr.)

Please see a CIS Department advisor for combinations of classes if you have a specific interest in a particular area.

Postbaccalaureate Certificate in Computer Information Systems

A postbaccalaureate certificate in computer information systems is offered for students with baccalaureate degrees in another discipline who wish to complement their undergraduate education with course work similar to the requirement for a Bachelor of Science degree in computer information systems.

The postbaccalaureate certificate program enables the holder of a bachelor's degree with a major in another field to obtain formal recognition of training in the computer field. Students select one of five options after successfully meeting or completing the following prerequisites: ENG-W 131 and ENG-W 231 and MATH-M 118.

Student Consumer Information about this Program

Requirements

- CSCI-C 106 (3 cr.)
- CSCI-A 106 (3 cr.)
- CSCI-C 150 (3 cr.)
- Select seven more courses with at least four of those courses taken at the 300 to 400 level.

Please see a CIS department advisor for combinations of classes if you have a specific interest in a particular area.

Economics

The economics program is housed in the School of Business and Economics. Degrees in economics are awarded by the College of Arts and Sciences.

About Economics

The economics program is housed in the School of Business and Economics. Degrees in economics are awarded by the College of Arts and Sciences.

Major in Economics Requirements

- ECON-E 103 (3 cr.)
- ECON-E 104 (3 cr.)
- ECON-E 270 (3 cr.)
- Select one of the following
 - ECON-E 321 (3 cr.)
 - BUS-G 300 (3 cr.)
 - equivalent course work
- Select one of the following
 - ECON-E 322 (3 cr.)
 - equivalent course work
- sufficient additional hours in Economics to total a minimum of 27 credit hours

Total (27 cr.)

Students may not count ECON-E 309 for credit toward the economics major. Students interested in majoring in economics should consult with a member of the economics faculty for additional information. Students planning to pursue a graduate degree in economics should plan a program of study, in consultation with a departmental advisor, which includes course work in economic theory and additional course work in mathematics and statistics. Students are responsible for completing the prerequisites for all economics courses and for fulfilling the general education requirements of the College of Arts and Sciences.

Minor in Economics Requirements

- ECON-E 103 (3 cr.)
- ECON-E 104 (3 cr.)
- ECON-E 270 (3 cr.)
- Select one of the following
 - ECON-E 321 (3 cr.)
 - BUS-G 300 (3 cr.)
 - equivalent course work
 - sufficient additional course work in economics to total a minimum of 18 credit hours

Total (18 cr.)

English

Phone: (219) 980-6565

Website: <http://www.iun.edu/english/>

Major in English Requirements

Select at least 10 courses above the 100 level, of which at least five must be on the 300-400 level (30 cr.)

- Select from the following to meet the requirement English literature before 1700
 - ENG-L 211 (3 cr) or
 - Two courses from the sequence of courses from ENG-L 303 to ENG-L 320 (6 cr)
- Select from the following to meet the requirement English literature since 1700
 - ENG-L 212 (3 cr) or

- Two courses from the sequence of courses from ENG-L 325 to ENG-L 348 (6 cr)
- ENG-L 315 Major plays of Shakespeare (3 cr)
- American literature - one course from the sequence of courses from ENG-L 350 to ENG-L 363 (3 cr)
- ENG-L 440 (3 cr) (also fulfills capstone requirement)
- Students must submit a Senior Portfolio. Requirements for this are available in the English Department.
- Students must also complete the general requirements of the College of Arts and Sciences
- Writing courses which count as English electives
 - ENG-W 231 (3 cr)
 - ENG-W 233 (3 cr)
 - ENG-W 301 (3 cr)
 - ENG-W 303 (3 cr)
 - ENG-W 350 (3 cr)

Total (30 cr)

Recommendation

The department recommends that majors considering graduate work in English take elective courses in a variety of periods of English and American literature.

Students who expect to go on to graduate work are advised to take substantial work in at least one foreign language.

Interdepartmental Major in Afro-American Studies and English

The Departments of Minority Studies and English offer a thematically integrated major in English and Afro-American studies. This interdepartmental major is designed for students who wish to combine substantial Afro-American studies with their work in the American and English literature major. (Details are available under the "Department of Minority Studies" section of this bulletin.)

Minors in English

Students must complete the general requirements of the College of Arts and Sciences.

Following are the requirements for the three options for minors.

Literature Option

- Select one from the following
 - ENG-L 202 (3 cr.)
 - ENG-L 203 (3 cr.)
 - ENG-L 204 (3 cr.)
 - ENG-L 205 (3 cr.)
- Select one from the following
 - ENG-L 211 (3 cr.)
 - ENG-L 212 (3 cr.)
- Select one from the following
 - ENG-L 351 (3 cr.)
 - ENG-L 352 (3 cr.)
 - ENG-L 354 (3 cr.)
- Two additional 300 level courses in literature (3 cr.)

Total (15 cr.)

Writing Option

- Select three from the following
 - ENG-W 132 (3 cr.)
 - ENG-W 231 (3 cr.)
 - ENG-W 233 (3 cr.)
 - ENG-W 301 (3 cr.)
 - ENG-W 303 (3 cr.)
 - ENG-W 311 (3 cr.)
- Select 2 literature classes at the 200 or above level (6 cr.)

Total (15 cr.)

Creative Writing Option

- ENG-W 301 (3 cr.)
- ENG-W 303 (3 cr.)
- ENG-W 311 (3 cr.)
- 2 literature classes at the 200 or above level (6 cr.)

Total (15 cr.)

Courses Composition

Courses in composition include ENG-W 130, ENG-W 131, and ENG-W 132.

Prior to enrolling in a composition course, students must contact Placement Testing and Assessment and complete the directed self-placement. Students may take the on-line English Placement Survey and print out and bring it with them to the testing site in Hawthorn Hall 108C after making an appointment to take the placement tests required of them. Students may also complete the same form at the testing site.

Additional information will be provided at the testing site, and students should confer with an advisor about the course that best suits them. Students may also contact the Director of Writing at 980-6569 for further advising.

They should also consult the Bulletin under Placement Testing and Assessment

Writing

Courses in writing include ENG-W 231, ENG-W 233, ENG-W 301, ENG-W 303, ENG-W 350, ENG-W 398, and ENG-W 490. Before students are eligible to take further courses in writing, they must have completed ENG-W 131.

Literature

Courses in literature include ENG-L 101, ENG-L 102; the following courses are open to sophomores, juniors, seniors, and to second-semester freshmen who have completed either ENG-L 101 or ENG-L 102: ENG-L 201, ENG-L 202, ENG-L 203, ENG-L 204, ENG-L 205, ENG-L 207, ENG-L 211, ENG-L 212, ENG-L 295.

The following courses are ordinarily recommended for juniors and seniors: ENG-L 305, ENG-L 308, ENG-L 311, ENG-L 315, ENGL-L 318, ENG-L 326, ENG-L 332, ENG-L 335, ENG-L 345, ENG-L 346, ENG-L 347, ENG-L 348, ENG-L 351, ENG-L 352, ENG-L 354, ENG-L 355, ENG-L 357, ENG-L 358, ENG-L 364, ENG-L 365, ENG-L 366, ENG-L 369, ENG-L 370, ENG-L 381, ENG-L 382, ENG-L 390, ENG-L 440, ENG-L 495.

Language

Courses in the English language include ENG-G 205, and ENG-G 207.

Fine Arts

Phone: (219) 980-6810

Website: <http://www.iun.edu/fine-arts/>

About Fine Arts

Two types of courses are offered: history of art, taught by illustrated lectures and class discussion; and practice of art, consisting of studio work on creative and technical problems.

Major in Studio Practice - B.A.

The B.A. in studio practice offers a wide-ranging study of the studio arts with an accompanying minor in Art History to prepare students for lifelong visual literacy and employment in the arts. This program exposes students to multiple introductory through advanced-level studio courses while encouraging exploration with new artistic directions, alternative media, or conceptual works.

Requirements

- Minor in Art History
- A100 series history of art (6 cr.)
- Art history at the 300 and 400 level (9 cr.)
- Fundamental studio (9 cr.)
- Studio courses above the 100 level (minimum of 19 cr.) must include a minimum of three and a maximum of five of the introductory (200-level) courses
- FINA-A 435 Art Theory for Graduating Seniors (2 cr.) must be taken during the fall semester.
- During the final year, students may choose to assume full responsibility for mounting a personal exhibit that will include terminal and representative work in the major field. To participate in the senior exhibition, the student must:
- File in the departmental office an "Intent to Graduate" one calendar year prior to the intended completion date. You must meet with your principal teacher to determine if you are prepared to enroll in FINA-S 497.
- Submit a portfolio of the most recent and best work in the major discipline to the departmental office before the completion of the fall semester, prior to enrolling in FINA-S 497. The studio program in the final year shall be coordinated with the evaluation of the portfolio.
- Enroll in FINA-S 497 Independent Study in Studio Art for the spring semester during the final year. (1-6 cr.)
- Prepare the exhibit under the principal teacher's guidance. This will include drafting a descriptive statement about the work in the exhibit: goals, intent, approach, techniques, etc.
- Be prepared to exhibit in accordance with the departmental schedule at any time during the final semester. FINA-A 435 and FINA-S 497 fulfill the capstone requirement.
- Graduating Senior Exhibit
- Students must also complete the general requirements of the College of Arts and Sciences

Total (45 cr.)

The final grade for FINA-S 497 will be based on Senior Exhibit, and will be determined by a faculty committee.

Transfer Credit in Studio

All incoming students who want to transfer studio credit from another institution must submit a portfolio. This should be in the form of slides, photographs, or compact discs, and should include the better work done in each course for which credit transfer is desired. The faculty shall devise a minimal studio program in residence, specifically based upon evaluation of the portfolio, for each transfer student.

Minor in Art History Requirements

- FINA-A 100 level art history courses (6 cr.)
- 300 or 400 level art history courses, excluding FINA-A 435 (9 cr.)

Interdepartmental Major: CIS and Fine Arts Bachelor of Arts in Computer-based Graphic Arts

The student will have two official advisors, one in the Department of Fine Arts and one in Computer Information Systems, who will help plan the course of study in detail with frequent consultations.

Requirements in Computer Information Systems (18 cr.)

- CSCI-A 106 Introduction to Computing (3 cr.)
- CSCI-A 251 Introduction to Digital Imaging Application (3 cr.)
- CSCI-A 348 Mastering the World Wide Web (3 cr.)
- CSCI-C 390 Individual Programming Laboratory (3 cr.)
- INFO-N 251 Online Document Development (3 cr.)
- Select one of the following:
 - CSCI-A 340 An Introduction to Web Programming (3 cr.)
 - or INFO-I 310 Multimedia Arts and Technology (3 cr.)
 - or INFO-I 400 Topics in Informatics (1 -3 cr.)

Total (18 cr.)

Requirements in Department of Fine Arts (31-41 cr.)

- FINA-F 100 Fundamental Studio-Drawing (3 cr.) or FINA-F 102 Fundamental Studio-2D (3 cr.)
- 3 credit hours in the FINA A100 series (history of art)
- 3 credit hours of FINA 300 or 400 level art history
- FINA-S 250 Introduction to Design Practice (3 cr.)
- FINA-S 351 Graphic Design II (3 cr.)
- FINA-S 352 Production for Graphic Design (3 cr.)
- FINA-S 353 Graphic Design IV (3 cr.)
- FINA-S 413 Typography (2 cr.)
- FINA-S 414 Layout (2 cr.)
- FINA-S 415 Package Design (2 cr.)
- FINA-A 435 Art Theory (2 cr.)
- FINA-S 451 Graphic Design Problem Solving (1-6 cr.)
- FINA-S 497 Independent Study in Fine Arts (1-6 cr.)

Total (31-41 cr.)

Complete requirements for major in studio practice.

- Capstone course requirement
- FINA-A 435 (2 cr.)
- FINA-S 497 (1-6 cr.)
- Participate in graduating seniors exhibition

There is a Bachelor of Science version of this interdepartmental degree. See the "Department of Computer Information Systems " section for details.

Minor in Fine Arts

Six options: Drawing, Painting, Printmaking, Photography, Sculpture, Ceramics, Graphic Design

Required courses in all options:

- Select one of the following (3 cr.)
 - FINA-F 100
 - FINA-F 101
 - FINA-F 102
- Art history FINA-A 100 level (3 cr.)
- 3 Studio Art classes at the 200 or above level (9 cr.)

Total (15 cr.)

Major in Studio Practice - B.F.A.

The B.F.A. degree offers an intensive study of the studio arts with an accompanying focus on art history to prepare students for lifelong visual literacy, employment in the arts, and application to graduate programs. This program requires students to master introductory through advanced-level studio courses in a specific medium while encouraging exploration with new artistic directions, alternative media, or conceptual works.

Admission to B.F.A Program

Admission to the B.F.A program is based upon a portfolio and transcript review at the end of the sophomore year. Prerequisites for admission include:

1. Completion of the following courses:
 - A100 series history of art (6 cr.)
 - Fundamental studio (9 cr.)
 - Two, 200 level studio courses
 - English W131
 - One of the following math courses: M100, M118, M119, M125, or M215
2. Portfolio review by department committee

Requirements

- A100 series history of art (6 cr.)
- Art history at the 300 and 400 level (6 cr.)
- Fundamental studio (9 cr.)
- Studio courses above the 100 level (48 cr.) must include a minimum of three and a maximum of six of the introductory (200-level) courses
- FINA-A 435 Art Theory for Graduating Seniors (2 cr.) must be taken during the fall semester.
- During the final year, each student must assume full responsibility for mounting a personal exhibit that will include terminal and representative work in the major field and, if applicable, in the minor field as well. To meet this requirement, the student must:
- File in the departmental office an "Intent to Graduate" one calendar year prior to the intended completion date. You must meet with your principal

teacher to determine if you are prepared to enroll in FINA-S 497.

- Submit a portfolio of the most recent and best work in the major discipline to the departmental office before the completion of the fall semester, prior to enrolling in FINA-S 497. The studio program in the final year shall be coordinated with the evaluation of the portfolio.
- Enroll in FINA-S 497 Independent Study in Studio Art for the spring semester during the final year. (1-6 cr.)
- Prepare the exhibit under the principal teacher's guidance. This will include drafting a descriptive statement about the work in the exhibit: goals, intent, approach, techniques, etc.
- Be prepared to exhibit in accordance with the departmental schedule at any time during the final semester. FINA-A 435 and FINA-S 497 fulfill the capstone requirement.
- Graduating Senior Exhibit
- Students must also complete the general requirements of the College of Arts and Sciences

Total (71 cr.)

The final grade for FINA-S 497 will be based on the Senior Exhibit, and will be determined by a faculty committee.

Transfer Credit in Studio

All incoming students who want to transfer studio credit from another institution must submit a portfolio. This should be in the form of slides, photographs, or compact discs, and should include the better work done in each course for which credit transfer is desired. The faculty shall devise a minimal studio program in residence, specifically based upon evaluation of the portfolio, for each transfer student.

Geosciences

Phone:(219) 980-6740

Website: <http://www.iun.edu/geosciences/>

Geology

The Department of Geosciences offers B.S. and B.A. degrees in Geology. The B.S. provides rigorous general background in the field of geology and allied disciplines. The degree is designed for students who wish to prepare for graduate school or employment as a professional geologist in the private sector, government sector, or environmental science and other related fields. This degree offers a more extensive requirement in biology, chemistry, mathematics, and physics compared with the B.A. and is designed to optimize student opportunities. The B.A. provides a general background in the field of geology and requires a diversified liberal arts education in place of some of the allied disciplines. It is an appropriate choice for those who wish to teach earth sciences at the secondary school level and those who wish to gain a general knowledge of the geosciences and their relationship to the other sciences. The department offers the learning experience through the traditional lecture series, laboratories, seminars, independent study in the field, laboratory and library, and through field trips to local sites and to geologically intriguing areas of North America. Each course for majors contains a field trip, and

the department conducts one trip of two weeks duration after the spring semester.

Major in Geology - B.S.

Requirements Majors complete 39-41 credit hours in geology and 36 credit hours in the allied disciplines

1. Any **one** of the following 100-level courses AND GEOL G102 laboratory:

- GEOL G101 Introduction to Earth Science (3 cr.) AND G102 Intro to Earth Science Lab (1 cr.)
- GEOL G107 Environmental Geology (3cr.) AND G102 Intro to Earth Science Lab (1cr)
- GEOL G103 Earth Materials and Processes (3 cr.) AND G102 Intro to Earth Science Lab (1 cr.)

GEOL G209 History of the Earth (4 cr.)
 GEOL G221 Introductory Mineralogy (4 cr.)
 GEOL G222 Introduction to Petrology (4cr.)
 GEOL G317 Field and Laboratory Techniques (3cr.)
 GEOL G323 Structural Geology (4 cr.)
 GEOL G334 Principles of Sedimentation and Stratigraphy (4 cr.)
 GEOL G429 Field Geology in the Rocky Mountains (6 cr.)
 OR other chairperson approved geology field camp (5-6 credits) (fulfills capstone requirement for B.S. in Geology)
 GEOL G490 Undergraduate Seminar (fulfills capstone requirement for B.S. in Geology)

2. Complete **one** of the following sequences:

Two 400-level lecture-based geology courses (6-8 credit hours)

OR

One 400-level lecture-based geology course (3-4 credit hours) AND one semester of research or internship fulfilled by one of the following courses:

- G407 Senior Science Project (3 cr.)
- G408 Senior Science Project (3 cr.)
- G460 Internship in Geology (3 cr.)

3. Allied Sciences

Chemistry (10 credits) CHEM C105-CHEM C106, CHEM C125-CHEM C126

Physics (10 credits) PHYS P221, PHYS P222

Mathematics (10 credits) MATH M215, MATH M216

Biology (3 credits)

4. A 300- or 400-level Math, Chemistry or Physics course.

5. Students must also complete the general requirements of the College of Arts and Sciences.

Major in Geology - B.A.

Requirements

Majors complete at least 25-27 credit hours in geology, 15 credit hours in the allied disciplines and a minimum of 36 credit hours in courses at the 300-400 level.

1. Any one of the following 100-level courses AND GEOL G102 laboratory:

* GEOL G101 Introduction to Earth Science (3 cr.) AND G102 Intro. to Earth Science Lab (1 cr.)

* GEOL G107 Environmental Geology (3cr.) AND G102 Intro. to Earth Science Lab (1cr)

* GEOL G103 Earth Materials and Processes (3 cr.) AND G102 Intro. to Earth Science Lab (1 cr.)

GEOL G209 History of the Earth (4 cr.)
 GEOL G221 Introductory Mineralogy (4 cr.)
 GEOL G222 Introduction to Petrology (4cr)
 GEOL G317 Field and Laboratory Techniques (3cr)

2. Any two 300- or 400-level lecture-based geology courses.

(The following GEOL (geology) courses fulfill the College of Arts & Sciences capstone requirement for the B.A. in Geology: G323, G406, G413, G415, G435, G451, G490)

3. Allied Sciences (15 cr.): Students must complete one of the following sequences:

* CHEM C105-CHEM C125 and 10 additional credit hours of chemistry, mathematics, or physics

OR

* Two semesters of College-level chemistry with corresponding laboratories and an additional 5 credit hours of mathematics (mathematics courses must be at or above the 100 level; MATH M100 and T-courses are excluded), or physics.

4. Students must also complete the general requirements of the College of Arts and Sciences. Including a minimum of 36 credit hours in courses at the 300-400 (junior-senior) level.

Double Degree in Geology (B.A.) and Secondary Education (Earth/Space Science)

The College of Arts and Sciences and School of Education offer a double major in Geology (B.A.) and Secondary Education (Earth/Space Science). See an advisor for details and course requirements.

Interdepartmental Major in Environmental Science - B.S.

The Interdepartmental major involving Biology, Chemistry, and Geology in Environmental Science provides rigorous interdisciplinary background in the natural science segment of the environmental sciences, combined with a significant background in the allied disciplines of physics and mathematics, and coursework in environmental affairs. The degree is designed to prepare students for graduate programs, or employment as scientists in technical fields associated with the environmental industry and government sector. These disciplines include hydrology, environmental hazard mitigation, waste management, water and air quality issues, ecology, and habitat issues.

This is an interdepartmental degree. Students fulfill core requirements from the disciplines of geology, chemistry, and biology and choose two disciplines for an interdepartmental concentration area. Students are required to complete a minimum of 40 credit hours in the interdepartmental major – with a minimum of 12 credit hours at the 300- or 400-level in each area. Students are required to complete additional coursework in associated areas of study.

Requirements

Complete the general education requirements for the Bachelor of Science degree in the College of Arts and Science. Fulfill the following:

- Geology, Chemistry, and Biology requirements
 - G101 – G102 Intro to Earth Science/Intro to Earth Science Lab (4 cr.)
 - G221 – Mineralogy – Lecture/Lab (4 cr.)
 - C105 – C125 Principles of Chemistry I/ Experimental Chemistry I (5 cr.)
 - C106 – C126 Principles of Chemistry II/ Experimental Chemistry II (5 cr.)
 - L101 – Introduction to Biological Sciences I – Lecture/Lab (4 cr.)
 - L102 – Intro to Biological Sciences II – Lecture/ Lab (4 cr.)
- Public and Environmental Affairs allied environment requirement
 - Select one of the following
 - SPEA E400 (Topics in Environmental Studies) – Environmental Law (3 cr.)
 - SPEA E400 (Topics in Environmental Studies) – Environmental Mediation (3 cr.)
 - Complete a combined total of 40 credit hours from **two** scientific disciplines in the major. The 40 credit hour concentration need not be equally divided between the two disciplines. Each of the two areas should include a minimum of 12 credit hours of 300- 400-level coursework. The list of acceptable coursework is listed below. Coursework completed in the students' chosen disciplines from 2. above (Geology, Chemistry, and Biology requirements) count toward the total credit hours.
 - Biology
 - B351 – Fungi – Lecture/Lab (3-4 cr.)
 - B355 – Plant Diversity (4 cr.)
 - L473 – Ecology – Lecture/Lab (3-4 cr.)
 - L482 – Restoration Ecology (3 cr.)
 - Z406 – Vertebrate Zoology – Lecture/Lab (3-4 cr.)
 - L490 – Individual Study in Biology (3-6 cr.)
 - Chemistry
 - C341 – Organic Chemistry I (3 cr.)
 - C343 – Organic Chemistry I Lab (2 cr.)
 - C303 – Environmental Chemistry (3 cr.)
 - C310 – Analytical Chemistry + Analytical Chemistry Laboratory (5 cr)
 - C409 – Chemical Research (3-6)
 - Geosciences
 - G317 – Field and Laboratory Techniques (3 cr.)
 - G334 – Sedimentology and Stratigraphy – Lecture/Lab (4 cr.)
 - G451 – Hydrogeology – Lecture/Lab (4 cr.)
- G407/G408 – Senior Geosciences Research Project (3-6 cr.) Must be advisor approved
- G429e – Environmental Geology Field Camp (6 cr.) offered through IU Bloomington – or other chair-approved hydrogeology/Environmental Geology field camp. See list of pre-requisites in the list of classes at end of bulletin.
- G490 – Senior Seminar (1 cr.) – must be environmentally-based and advisor approved
- GEOG 415/515 – Advanced Geographic Information Systems (GIS) (3 cr.) (offered through VIGGA – class will meet at Valparaiso University).
- Students are responsible for fulfilling prerequisites for this course (GEOG 215) that are not part of the Environmental Science program.
- Allied Sciences (18 credit hours)
 - M215 – Calculus I (5 cr.)
 - K300 – Statistics (3 cr.)
 - P201 or P221 – Physics I (5 cr.)
 - P202 or P222 – Physics II (5 cr.)
- Senior Seminar (*capstone*) (integration of Biology/Chemistry/Geology into environmental topics of current importance) (1 cr.) – G490/ L403/C30

Electives

The following list is designed to provide students with guidance in course selection. Students should speak to their advisors to choose elective courses that best meet their educational goals.

- Any coursework from Biology, Chemistry, and Geology that was not used to satisfy major requirements.
 - M216 – Calculus II (5 cr.)
 - SPEA H316 – Environmental Health (3 cr.)
 - SPEA E400/V450 – Environmental Planning (3 cr.)

Minors in Geology and Earth Science

A minor in geology offers students majoring in other disciplines a solid background in the geological sciences. It should prove especially useful for students seeking careers with interdisciplinary emphasis (e.g., chemistry, biology, the environmental sciences). The earth science minor is designed to provide students planning careers involving the management of resources with sufficient background to understand basic geological principles and their relationships to human activities on earth.

Geology Minor (16 cr.)

1. Any one of the following 100-level courses AND GEOL-G 102 laboratory:
 - GEOL-G 101 Introduction to Earth Sciences (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)

- GEOL-G 107 Environmental Geology (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)
- GEOL-G 103 Earth Materials and Processes (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)
- GEOL-G 209 History of the Earth (4 cr.)

Additional coursework may be chosen in conjunction with a geology advisor but must consist of at least two lecture-based geology (GEOL) courses.

Earth Science Minor (16 cr.)

1. Any one of the following 100-level courses AND GEOL-G 102 laboratory:
 - GEOL-G 101 Introduction to Earth Sciences (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)
 - GEOL-G 107 Environmental Geology (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)
 - GEOL-G 103 Earth Materials and Processes (3 cr.) AND GEOL-G 102 Intro. to Earth Science Lab (1 cr.)
2. GEOL-G 209 History of the Earth (4 cr.)
3. Additional coursework may be chosen in conjunction with a geology advisor but must consist of at least two lecture-based geology (GEOL) or geography (GEOG) courses.

About Geography

No major is offered in geography at IU Northwest.

The program in geography is designed to serve the following purposes:

- Contribute to the development of an informed citizenry
- Provide specific skills and knowledge of the discipline for those who plan to pursue careers in
 - Teaching geography, social studies, and/or earth science
 - Cartography and/or air photo analysis
 - Urban and/or regional planning
- Provide the background for graduate study

Valparaiso-Indiana Geography and Geology Association

The purpose of this association is to provide educational opportunities on the undergraduate level in the geological and geographical sciences to the students enrolled at Valparaiso University and Indiana University Northwest. Provisions are made for full-time undergraduate students in those academic disciplines to enroll for the fall, spring, and summer under the following conditions:

1. Students may take a maximum of two courses per semester at the other participating institution.
2. Those courses will be treated as part of the student's normal load at his or her home institution, and tuition and fees will be paid accordingly.
3. The total number of credit hours to be taken will be determined by the home institution.
4. Students at Indiana University Northwest who wish to take courses at Valparaiso University should obtain the

recommendation of the chairperson of the Department of Geosciences at Indiana University Northwest.

5. Grades earned shall be recorded at the home institution.

6. A grade point average of 2.0 must be achieved in VIGGA courses to qualify the student to register for courses at the host institution for the following semester. Students matriculating at Indiana University Northwest may take courses among the following offered at Valparaiso: 101, World Human Geography; 102, Geography of the Non-Industrialized World; 104, Geomorphology; 200, American Ethnic Geography; 201, Economic Geography; 210, Current Themes in Geography; 215, Introduction to Geographic Information Systems; 225, Cartography; 230, Remote Sensing in Geography; 260, Environmental Conversation; 274, North American Indian on Film; 301, Regional Geographies of the World; 318, Field Study in European Geography; 320, Urban Geography; 321, Urban and Regional Planning; 360, Statistical Analysis in Geography; 361, Research Design; 385/585, Field Study; 414/515, Advanced Geographic Information; 466/566, Profession of Geography; 470/570, Political Geography; 474/574, Historical Geography of the United States; 486, Internship in Geography; 490/590, Selected Topics in Geography; 495, Independent Study; 497, Honors Work in Geography; 498, Honors Candidacy in Geography. See the Valparaiso University catalog for course descriptions.

History, Philosophy, Political Science, and Religious Studies

Phone: (219) 980-6655

Website: <http://www.iun.edu/hist-phil-rel-pols/>

About History

The Department of History offers students a wide range of courses in American, European, and Asian history, along with other courses in non-Western history and historiography. The department also cross-lists courses with Minority Studies and Women's and Gender Studies. The goals of the department are to teach analysis of texts, research skills, and critical thinking, along with the local, national, and global interconnectedness of historical events.

History Honors Program

Superior students are encouraged to pursue independent study and research through reading for honors courses at the junior and senior levels. Students with a grade point average of 3.4 in courses in history may write an honors thesis in their senior year with the consent of the department. Proposals should be submitted to the chairperson in the semester before the thesis is to be undertaken. Further information about advanced placement and the honors program may be obtained from the Department of History, Philosophy, Political Science, and Religious Studies.

The Paul J. Urcan Memorial Prize Award Each year, a committee of departmental faculty selects a student, usually a graduating senior, who has done outstanding work in history to be awarded the Paul J. Urcan Memorial Prize.

Rhiman A. and Brenda Rotz Memorial Scholarship

Each year, junior and senior students may submit a proposal for the scholarship, according to department

guidelines. A committee of department faculty chooses the recipient.

Major in History Requirements

- HIST-H 105 (3 cr.)
- HIST-H 106 (3 cr.)
- Select one of the following
 - HIST-H 113 (3 cr.)
 - HIST-H 114 (3 cr.)
- History courses numbered 200-499 (24 cr.), including
 - 2 courses in United States history (6 cr.)
 - 2 courses in European history (from the Middle Ages to the present) (6 cr.)
 - 2 courses in other areas or topics in history (e.g., ancient, non-European, non-U.S.) (6 cr.)
 - One of the 200-499 level courses must be a HIST-H 215 Proseminar in History, taken before the junior year or before the capstone courses, which, depending on its content, will count as a course in one of the three areas above.
 - Before the final semester of senior year, majors must also take 2 courses in HIST-J 495 proseminar (HIST-J 495 fulfills capstone requirement).
 - Majors must also take the other half of Western Civilization (HIST-H 113 or HIST-H 114) that they did not take in their major requirement as a culture requirement course or an elective.

The Department of History accepts any Latino studies courses with history designations toward the B.A. in history. Additionally, we will accept one CHRI number taken by students toward an A.A. in Latino studies and apply it to the B.A. in history toward completion of the required 24 credits of history courses at the 200 level and above.

Minor in History Requirements

The department offers four **minor** concentrations in history for nonmajors.

- All of them require 200-499 history courses (15 cr.)

A **general minor** consists of

- United States history (3 cr.)
- European history (3 cr.)
- Another area or topic (3 cr.)
- Elective (3 cr.)
- HIST-J 495 proseminar (3 cr.)

A **United States history minor** consists of

- 3 courses in United States history (9 cr.)
- Non-United States history (3 cr.)
- HIST-J 495 proseminar (3 cr.)

A **European history minor** consists of

- 3 courses in European history (9 cr.)
- Non-European history course (3 cr.)

- HIST-J 495 proseminar (3 cr.)

An **Asian history minor** consists of

- 3 courses in Asian history (9 cr.)
- Non-Asian history course (3 cr.)
- HIST-J 495 proseminar (3 cr.)

About Philosophy and Religious Studies

The curriculum of the philosophy program is designed to contribute to the intellectual training of all undergraduates and to acquaint them with some of the most important developments in the history of ideas. Courses in the program emphasize clear and cogent thinking about fundamental problems, locate the origins of these problems in the writings of the great philosophers, and provide in-depth examinations of proposed solutions. The department also offers courses in ethics designed for business and medical students.

Major in Philosophy Requirements

A minimum of 30 credit hours in philosophy. No more than 9 credit hours at the 100 level may be included. At least 9 credit hours must be taken at Purdue University Calumet. (No more than 12 credit hours from Purdue University Calumet can be counted toward fulfilling the major requirements unless waived by the department and the Dean of the College of Arts and Sciences). Three courses from the sequence in the history of philosophy: PHIL-P 201, PHIL-P 211, PHIL-P 302, PHIL-P 304 or their Purdue equivalents. One course in logic and one course above the 100 level in each of the following four areas: (1) ethics, (2) metaphysics or epistemology, (3) twentieth-century philosophy, and (4) either PHIL-P 383 or PHIL-P 490 to fulfill the capstone requirement. Students must also complete the general requirements of the College of Arts and Sciences.

Students majoring in philosophy may register at IU Northwest for philosophy courses offered at Purdue University Calumet. Please see the chairperson of the Department of Philosophy and Religious Studies for details.

Minor in Philosophy Requirements

PHIL-P 100; one course in logic (PHIL-P 150); one course in ethics or social and political philosophy (e.g., PHIL-P 140 or PHIL-P 343); one course at 200 level or above; one elective 3 credit hour course in philosophy.

Political Science

About the Political Science Program

The Political Science program offers an opportunity for the systematic study of political institutions and processes leading to a degree in political science. Courses are offered in the following areas of study:

- Political theory and philosophy
- American political institutions and processes
- International relations and foreign policy
- Comparative politics

Special features of the department's program include opportunities for field research, internships in

governmental agencies, and a senior seminar for all political science majors.

A degree in political science is a liberal arts degree, and as such prepares students to assume the duties of citizenship; provides special knowledge and skills useful in public service, law, business, and other careers; and lays a foundation for the scholarly study of government and politics. Prospective political science students and majors are invited to discuss their interests with any member of the political science faculty.

Major in Political Science - B.A. Requirements

In addition to meeting the College of Arts and Sciences' requirements for all B.A. degrees, political science majors must take 36 credit hours in political science, choosing their classes from the following groups.

Core courses (12 cr.). Take all four classes in this group:

- POLS-Y 103
- POLS-Y 205
- POLS-Y 372
- POLS-Y 490

International relations and comparative politics (6 cr.). Take two classes from this group:

- POLS-Y 335
- POLS-Y 360
- POLS-Y 362
- POLS-Y 366
- POLS-Y 373

American institutions and processes (6 cr.). Take two classes from this group:

- POLS-Y 200
- POLS-Y 301
- POLS-Y 304 OR POLS-Y 305
- POLS-Y 302 OR POLS-Y 308
- POLS-Y 318
- POLS-Y 319

Political theory and philosophy (6 cr.). Take two classes from this group:

- POLS-Y 381
- POLS-Y 382
- POLS-Y 383
- POLS-Y 384

Electives

- Take two additional classes (6 cr.) in political science.

One course in statistics is also required of political science majors. ECON-E 270 would satisfy this requirement and would also count toward fulfilling the Group III B distribution requirement in the College of Arts & Sciences. Another option is PSY-K 300. Your statistics course does not count toward your 36 credit hour minimum in political science.

Recommended: In addition to meeting departmental and general requirements, the political science department strongly suggests that political science majors take

supporting courses in economics and history, especially American history.

Minor in Political Science Requirements

- POLS-Y 103
- Two courses on American institutions and domestic politics, and/or policy-administration
- Two courses on international and/or comparative politics, and/or political theory
- One elective course in any field of political science

Total: 18 credits

Minor in Pre-law

Interdisciplinary Minor in the College of Arts and Sciences, the School of Business and Economics, and the School of Public and Environmental Affairs (SPEA).

Admission to law schools requires a baccalaureate degree and a Law School Admission Test (LSAT) score. The degree may be in any discipline. Students preparing for law school are advised to take courses in logical thought, American history, American politics, business, and criminal and civil law. While no specific courses are required, IU Northwest offers an interdisciplinary prelaw minor for students interested in attending law school.

Requirements

The minor includes six courses totaling 18 credits. Students in SPEA, the School of Business and Economics, and history majors in the College of Arts and Sciences could double-count courses that are required for their major or concentration, but they are required to take at least four courses or 12 credits outside of their major or concentration. The structure of the minor is as follows:

- BUS-L 201 Legal Environment of Business (3 cr.)
- HIST-H 106 American History II (Twentieth Century) (3 cr.)
- PHIL-P 150 Elementary Logic (3 cr.)
- POLS-Y 103 Introduction to American Politics (3 cr.)
- SPEA-J 101 American Criminal Justice System (3 cr.)
- One elective (3 cr.)

Students may pick from the following courses for the elective:

- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-L 303 The Commercial Law (3 cr.)
- ECON-E 103 Introduction to Microeconomics (3 cr.)
- HIST-A 313 Origins of Modern America (3 cr.)
- HIST-A 315 Recent U.S. History (3 cr.)
- HIST-H 105 American History I (3 cr.)
- SPEA-H 441 Legal Aspects of Health Care (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 303 Evidence (3 cr.)
- SPEA-J 306 The Criminal Courts Administration (3 cr.)

The prelaw advisor can approve an elective that is not on the list if it meets the educational objectives.

The university provides prelaw counseling for interested students. Contact the prelaw advisor at (219) 980-6841 or (219) 980-6636.

Mathematics and Actuarial Science

Phone: (219)980-6590

Website: <http://www.iun.edu/math/>

About the Department

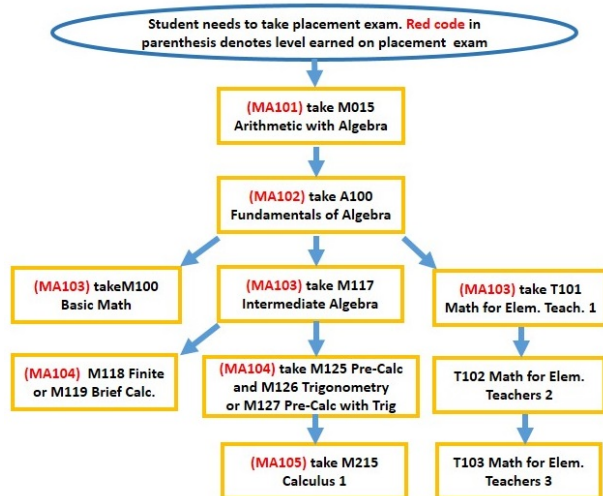
The Department of Mathematics serves students interested in one or more of the following:

- Applications of mathematics to the sciences, business, public and environmental affairs, actuarial science, etc.
- Mathematics teaching at any level
- Graduate study in mathematics
- Mathematical research

Students in college-level mathematics courses are generally assumed to have completed two years of high school algebra. All newly enrolled students should take the math placement test to determine their skill level and math class they could enroll in.

Placement testing and counseling are available through the Office of Admissions.

The order in which courses should be taken is shown in the following tree diagram, going from top to bottom:



- MATH-A 100 and MATH-M 117. For students who lack the background in algebra for freshman-level college mathematics.
- MATH-M 100. Terminal course for students in the humanities and the Allied Health sciences. Fulfills the Group I mathematics requirement in the College of Arts and Sciences.
- MATH-M 118, MATH-M 119. May be taken in either order. Primarily for majors in business and the social sciences.
- MATH-M 125-MATH-M 126, MATH-M 127. Preparation for calculus. Need not be taken by students with a strong background in algebra (including analytic geometry and logarithms) and trigonometry may be taken concurrently.

- MATH-M 215 Calculus. Intended for students majoring in mathematics and the sciences. Recommended as a strong elective in mathematics for others.

In addition to mathematics courses, all majors are strongly encouraged to study another discipline, in depth, which uses mathematics. Courses in physics, chemistry, computer science, and business are recommended. Students must also complete the general requirement of the College of Arts and Sciences.

Mathematics introductory courses include

- MATH-A 100
- MATH-M 117

Courses for nonmajors include

- MATH-M 100
- MATH-M 110
- MATH-M 118
- MATH-M 119
- MATH-M 125
- MATH-M 126
- MATH-M 127
- MATH-K 200
- MATH-K 300
- MATH-T 101
- MATH-T 102
- MATH-T 103
- MATH-T 490

Major in Mathematics - B.A. Requirements (30-32 cr.)

- **Required core courses (29 cr.)**
 - MATH-M 215 (5 cr.)
 - MATH-M 216 (5 cr.)
 - Select one of the following
 - MATH-M 301 (3 cr.)
 - MATH-M 303 (3 cr.)
 - MATH-M 311 (4 cr.) should be taken as soon as possible after completion of MATH-M 216
 - MATH-M 360 (3 cr.)
 - MATH-M 393 (3 cr.)
 - MATH-M 403 (3 cr.)
 - Select one of the following
 - MATH-M 413 (3 cr.)
 - MATH-M 366 (3 cr.)
- **Senior Thesis in Mathematics (1-3 cr.):**
 - MATH-M 493 (1-3 cr.) (a capstone course)
- Students must also complete the general requirements for the College of Arts and Sciences for the Bachelor of Arts degree

Total (30-32 cr.)

Major in Mathematics - B.S. Requirements (42-44 cr.)

- **(1) Required core courses (23 cr.)**
 - MATH-M 215 (5 cr.)
 - MATH-M 216 (5 cr.)
 - MATH-M 301 (3 cr.)

- MATH-M 311 (4 cr.)
- MATH-M 360 (3 cr.)
- Select one of the following
 - MATH-M 391 (3 cr.)
 - MATH-M 393 (3 cr.)
- **(2) Applications** (12 cr.)
 - at least four additional 300 or 400 level mathematics courses not used for 1, 3, or 4.
- **(3) Senior Concentration** (6 cr.)
 - Select 2 courses from the following
 - MATH-M 366 (3 cr.)
 - MATH-M 403 (3 cr.)
 - MATH-M 405 (3 cr.)
 - MATH-M 413 (3 cr.)
- **(4) Senior Thesis in Mathematics:** (1-3 cr.)
 - MATH-M 493 (1-3 cr.) (a capstone course)

Requirements for the minor (15-20 cr.)

- **Arts and Sciences Option**
 - Mathematics majors are required to augment their academic program with a minor (minimum 15 credit hours) in another discipline. The student in consultation with a faculty advisor selects the minor area.
- **Secondary Education Option**
 - For students graduating with both, Secondary Education with major in mathematics and Bachelor of Science in mathematics, the minor requirement is waived.

Consult the Mathematics Department or the appropriate department for details.

Major in Actuarial Science - B.S. Requirements (67-70 cr.)

- **Mathematics** core courses (23 cr.)
 - MATH-M 215 (5 cr.)
 - MATH-M 216 (5 cr.)
 - MATH-M 301 (3 cr.) or MATH-M 303 (3 cr.)
 - MATH-M 311 (4 cr.)
 - MATH-M 360 (3 cr.)
 - MATH-M 366 (3 cr.)
- **Actuarial Science** core courses (7-9 cr.) (One of these will be a capstone course)
 - MATH-M 320 (3 cr.)
 - MATH-M 325 (1-3 cr.)
 - MATH-M 485 (3 cr.)
- **Computer Science** core courses (7-8 cr.) (Select one of the following):
 - Option 1
 - CSCI-C 201 (4 cr.)
 - CSCI-C 307 (3 cr.)
 - Option 2
 - CSCI-A 201 (4 cr.)
 - CSCI-A 302 (4 cr.)
- **Economics and Business** core courses (21 cr.)
 - ECON-E 103 (3 cr.)
 - ECON-E 104 (3 cr.)
 - BUS-A 201 (3 cr.)
 - BUS-A 202 (3 cr.)
 - ECON-E 270 (3 cr.)
 - BUS-F 301 (3 cr.)
 - BUS-F 420 (3 cr.)
- **Technical Electives** (9 cr.) three courses not used for Computer Science core from:
 - **Mathematics**
 - MATH-M 312 (3 cr.)
 - MATH-M 325 (MATH-M 325 serves as a technical elective only when taken a second time in a different subject) (1-3 cr.)
 - MATH-M 343 (3 cr.)
 - MATH-M 371 (3 cr.)
 - MATH-M 447 (3 cr.)
 - MATH-M 448 (3 cr.)
 - MATH-M 451 (3 cr.)
 - MATH-M 469 (3 cr.)
 - MATH-M 477 (3 cr.)
 - **Computer science**
 - CSCI-C 203 (4 cr.)
 - CSCI-C 320 (3 cr.)
 - CSCI-C 343 (4 cr.)
 - CSCI-C 390 (1-3 cr.)
 - CSCI-C 340 (3 cr.)
 - The following serve as technical electives when not used as (3) Computer Science core courses.
 - CSCI-A 201 4 cr.)
 - CSCI-A 302 (3 cr.)
 - CSCI-C 201 (4 cr.)
 - CSCI-C 307 (3 cr.)
 - **Business**
 - BUS-L 201 (3 cr.)
 - BUS-N 300 (3 cr.)
 - BUS-P 301 (3 cr.)
 - BUS-M 301 (3 cr.)
 - BUS-M 303 (3 cr.)
 - BUS-A 311 (3 cr.)
 - BUS-A 312 (3 cr.)
 - BUS-A 322 (3 cr.)
 - BUS-A 325 (3 cr.)
 - BUS-A 328 (3 cr.)
 - BUS-A 424 (3 cr.)
- Students must also complete the general requirements of the College of Arts and Sciences for the Bachelor of Science degree.
- Total (67-70 cr.)

For details concerning exact requirements, please consult the Department of Mathematics and Actuarial Science.

Major in Mathematics - B.S. and Master of Science in Education with Major in Secondary Education

The department of Mathematics and Actuarial Science and the School of Education offer a five-year program which results in a student graduating with a Bachelor of Science degree in Mathematics from the College of Arts and Sciences and a Master of Science degree in Secondary Education from the School of Education. Contact our department for further information and detailed schedule.

Minor in Mathematics

An arts and sciences minor in mathematics consists of the courses

- MATH-M 215 (5 cr.)
- MATH-M 216 (5 cr.)
- two (2) Mathematics courses above 200 level, and
- one of the following:
- Select one of the following
 - CSCI-C 201, CSCI-A 201, PSY-K300 or
 - any Mathematics or Calculus-based Science course at the 200 level or above

Program for Secondary School Provisional Certificate in Mathematics

(See School of Education requirements.)

Required

- MATH-M 118 (3 cr.)
- MATH-M 126 (2 cr.)
- MATH-M 215 (5 cr.)
- MATH-M 216 (5 cr.)
- MATH-M 301 (3 cr.)
- MATH-M 311 (4 cr.)
- Select one of the following
 - MATH-M 391 (3 cr.)
 - MATH-M 393 (3 cr.)
- MATH-M 360 (3 cr.)
- MATH-M 366 (3 cr.)
- MATH-T 336 (3 cr.)
- MATH-M 447 (3 cr.)
- Two approved mathematics electives (6 cr.) The following courses are recommended:
 - MATH-M 320 (3 cr.)
 - MATH-M 343 (3 cr.)
 - MATH-M 403 (3 cr.)
 - MATH-M 405 (3 cr.)
 - MATH-M 413 (3 cr.)

Total (43 cr.)

In order to finish this program in four years, the courses must be taken in the sequence and at the times recommended by the mathematics department. Most 300 and 400 level mathematics courses are offered every other year.

Minority Studies

Phone: (219) 980-6629

Website: <http://www.iun.edu/minority-studies/>

About the Department

The Department of Minority Studies offers programs leading to the Bachelor of Arts degree in Afro- American studies. The curriculum is designed to acquaint the student with the unique worldviews and experiences of Blacks and Latinos and the problems of minority groups in general. It prepares the student for the fields of community development, social services, minority group relations, and graduate study.

The university possesses a large and continuously growing library collection covering African, West Indian, and American experiences.

Afro-American Studies

The curriculum leading to a Bachelor of Arts degree in Afro-American Studies is oriented toward professional preparation and graduate study. The two program sequences, Human Services and Community Development, place a heavy emphasis on education that is directly related to employment opportunities and graduate-level study. The department also offers a Bachelor of Arts degree in Afro-American Studies with a concentration in Latino Studies.

Major in Afro-American Studies Requirements - a minimum of 30 cr.

- Required
 - AFRO-A 103 (3 cr.)
 - AFRO-A 301 (3 cr.)
 - AFRO-A 343 (3 cr.)
 - Select one of the following
 - AFRO-A 398 (3 cr.)
 - AFRO-A 493 (3 cr.)
 - Select one of the following (3 cr.)
 - AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)
 - AFRO-A 151 Minority People in the United States (3 cr.)
 - Select from the following Afro-American History and Culture courses(6 cr.)
 - AFRO-A 355 Afro-American History I (3 cr.)
 - Select one from the following
 - AFRO-A 379 Early Black American Writing (3 cr.)
 - AFRO-A 356 Afro-American History II (3 cr.)
 - AFRO-A 370 Recent Black American Writing (3 cr.)
 - AFRO-A 380 Contemporary Black American Writing (3 cr.)
- Other courses in Afro- American studies or approved courses in sociology, psychology, or history may be taken to complete the major.
- Twenty-five (25) credit hours of 200-400 level courses are required.
- Students must also complete the general requirements of the College of Arts and Sciences.

Interdepartmental Major in Afro-American Studies and Communication

The Departments of Communication and Minority Studies offer an interdepartmental major in Afro-American studies and communication that reflects an interdisciplinary and substantive field of study. An interdepartmental major in communication and Afro-American studies focuses the specialization of the study of the human communication process within the Afro-American experience. This focus enhances the application of principles, methods, and findings of communication studies in light of the history, culture, and theories of the Afro-American experience, including an Africana perspective. Students will integrate their communication studies emphasis (public and rhetorical communication, relational communication, media studies, or communication and culture) into the Afro-American studies major to create a systematic and coherent field of study.

Requirements

The chairpersons of the Departments of Minority Studies and Communication must jointly advise the interdepartmental major. Students must complete a total of 45 credit hours in the interdepartmental major.

Students must complete

- Afro-American studies (18 cr.)
 - Select one of the following
 - AFRO-A 150 (3 cr.)
 - AFRO-A 151 (3 cr.)
 - Select one of the following
 - AFRO-A 355 (3 cr.)
 - AFRO-A 379 (3 cr.)
 - Select one of the following
 - AFRO-A 356 (3 cr.)
 - AFRO-A 370 (3 cr.)
 - AFRO-A 380 (3 cr.)
- Afro-American studies electives (9 cr.)
 - 300 or 400 level
- Communication (speech, communication, journalism, telecommunications) (27 cr.)
 - SPCH-S 121 (3 cr.)
 - SPCH-S 122 (3 cr.)
 - 300 or 400 level (12 cr.)
 - SPCH-S 400 (3 cr.) and / or AFRO-A 493 (3 cr.)
 - Courses cross-listed in both departments may be taken in either department, but students may not receive credit in both departments for the same course.
 - Students may not receive credit toward the major for both SPCH-S 424 and AFRO-A 398

Total (45 cr.)

Interdepartmental Major in Afro-American Studies and English

The Departments of Minority Studies and English offer a thematically integrated major in Afro-American Studies and English. This interdepartmental major is designed for students who wish to combine substantial

Afro-American Studies with their work in the American and English literature major. Afro-American Studies is importantly multidisciplinary, requiring students to be familiar with the connected history and theories of the Afro-American experience across disciplines, including an Africana perspective. The interdepartmental major in Afro-American Studies and English provides students with this background as well as with an understanding of Afro-American literature, seen in the context of American and English literature. With this course of study, students will be able to integrate and synthesize knowledge and understanding of the total Afro-American experience as it coexists with English language and literature studies.

Requirements

The chairpersons of the Departments of Minority Studies and English must jointly advise the interdepartmental major. A combined minimum of 45 credit hours is required.

- Afro-American Studies - 300 level or above (18 cr.)
 - AFRO-A 355 (3 cr.)
 - AFRO-A 356 (3 cr.)
 - AFRO-A 493 (multidisciplinary capstone course) (3 cr.)
 - Select from the following (9 cr.)
 - AFRO-A 370 (3 cr.)
 - ENG-L 370 (3 cr.)
 - AFRO-A 379 (3 cr.)
 - AFRO-A 380 (3 cr.)
 - AFRO-A 392 (3 cr.)
- English (27 cr.)
 - ENG-L 202 (3 cr.)
 - ENG-L 212 (3 cr.)
 - ENG-L 315 (3 cr.)
 - Select one of the following
 - ENG-L 351 (3 cr.)
 - ENG-L 352 (3 cr.)
 - ENG-L 355 (3 cr.)
 - Select one of the following
 - ENG-L 354 (3 cr.)
 - ENG-L 357 (3 cr.)
 - ENG-L 358 (3 cr.)
 - ENG-L 440 (3 cr.)

Total (45 cr.)

A 2.0 cumulative grade point average is required in the courses taken in the interdepartmental major. Only courses with a grade of C- or higher will be counted in the major.

Minor in Afro-American Studies Requirements

- Select one of the following
 - AFRO-A 150 (3 cr.)
 - AFRO-A 151 (3 cr.)
- 4 additional courses in Afro-American studies to be selected in consultation with the departmental advisor. (12 cr.)

Total (15 cr.)

Latino Studies

Latino studies is an interdisciplinary program designed to acquaint the student with the worldview and experience of Chicanos and Puerto Ricans in the United States. The curriculum emphasizes the history, culture, and socioeconomic conditions of Latino people while also examining the nature of minority groups in American society. The program also offers courses for the bilingual education endorsement in the School of Education, the education minor in ethnic and cultural studies, and the education major with bilingual emphasis.

Minor in Latino Studies Requirements

- CHRI-C 101 (3 cr.)
- CHRI-C 151 (3 cr.)
- 12 credit hours from the course listings (course numbers in parentheses indicate cross-listing in the Department of History) (12 cr.)

Total (18 cr.)

Minor in Race-Ethnic Studies

Race-Ethnic Studies allows students interested in Afro-American and Latino Studies to develop a focus of study in both programs. This field leads to a broad understanding of the minority experience in the United States and those of diaspora peoples; how the phenomena of race, gender, and class have influenced communities and individuals; how minority groups define themselves and what strategies they have utilized for survival; who the people called African Americans, Latinos, Native Americans, and Asian Americans are.

Credit Hours Required—A minimum of 15 credit hours required.

Requirements

- AFRO-A 151 / CHRI-C 151 Minority People in the United States (3 cr.)
- 4 courses from the listings for the Department of Minority Studies (IU Northwest Bulletin) (3 cr.)
- Meeting the following distribution pattern
 - 2 courses from course listings in Afro-American studies (6 cr.)
 - At least one course at 200, 300, or 400 level (3 cr.)
 - 2 courses from course listings in Latino Studies (6 cr.)
 - At least 1 course at 200, 300, or 400 level (3 cr.)

Total (15 cr.)

Postbaccalaureate Certificates Community Development/Urban Studies

This certificate is for students who have completed an undergraduate degree and would like formal recognition of a proficiency in the field of Community Development and Urban Studies. The focus of study will be on community development, community economic development, and urban studies within a matrix of the minority experience. This certificate has wide appeal from educators to practitioners in fields such as community development, planning, and public policy. This certification meets a

specific need for persons intending to hold or holding positions in the field beyond the entry level, such as Community Development Planner II; or entry-level positions that require postbaccalaureate certification and/or experience.

Student Consumer Information about this Program

Requirements

- Department of Minority Studies or approved courses from other departments (18 cr.)
 - Select from one of the following
 - AFRO-A 150
 - AFRO-A 151
 - CHRI-C 151 Minority People (3 cr.)
- Department of Minority Studies courses which be distributed among community development, urban studies and economic policy (12 cr.)
 - AFRO-A 103
 - AFRO-A 230
 - AFRO-A 240
 - AFRO-A 301
 - AFRO-A 302
 - AFRO-A 304
 - AFRO-A 341
 - AFRO-A 343
 - AFRO-A 398

Three (3) credit hours in capstone, research or project course.

Race-Ethnic Studies

This certificate is for students who have completed an undergraduate degree and would like formal recognition of a proficiency in the field of Race-Ethnic Studies (see Minor in Race-Ethnic Studies). This certificate has wide appeal from educators to those in business.

Student Consumer Information about this Program

Requirements

- Select one of the following
 - AFRO-A 150
 - AFRO-A 151
- CHRI-C 151 Minority People (3 cr.)
- Department of Minority Studies, must be distributed between Latino Studies and Afro-American Studies (12 cr.)
- Capstone or research course, must be interdisciplinary (3 cr.)

Modern Languages, Comparative Literature, and Linguistics

Canadian Studies

- Minor

French

- About French
- Major in French
- Minor in French
- Foreign Study

- Courses in English

Germanic Languages

- Foreign Study

Italian

- Foreign Study

Spanish

Phone: (219) 980-6714

Website: <http://www.iun.edu/modern-languages/>

French

The program in French embraces courses at all levels, elementary through advanced, and includes the culture and literature of France, Québec, and other Francophone regions of Africa and the Caribbean.

Major in French

The program in French embraces courses at all levels, elementary through advanced, and includes the culture and literature of France, Québec, and other Francophone regions of Africa and the Caribbean.

Requirements

- Courses above FREN-F 150 including FREN-F 328 and FREN-F 380 (30 cr.)
- Chosen among FREN-F 300, FREN-F 305, FREN-F 306, and FREN-F 391 (6 cr.)
- 400 level courses (9 cr.)
- Select one of the following
 - SPAN-S 100 (or a more advanced course taught in Spanish)
 - GER-G 100 (or a more advanced course taught in German)
 - ITAL-M 100 (or a more advanced course taught in Italian)
 - Select from the following list of culture options (3 cr.)
 - SPAN-S 230
 - SPAN-S 231
 - SPAN-S 240
 - SPAN-S 241
 - SPAN-S 251
 - SPAN-S 260
 - SPAN-S 290
 - CDNS-C 101
 - CDNS-C 301
 - CDNS-C 350
 - CDNS-C 400
 - CDNS-C 495
 - CMLT-C 340
 - LING-L 103

Minor in French

Requirements

- FREN-F 200 / FREN-F 250 or equivalent earned through special credit
- 3 courses at the third-year or fourth-year level, taught in French

- Fourth-year level courses may only be taken with permission of instructor

Special Credit

A student who places at the third-year level on the language placement test and receives a grade of C or higher in the validating third-year level course will be eligible to receive 6 hours of special credit with a grade of S. A student who places in the second semester of the second year and completes the validating course with a grade of C or higher will be eligible to receive 3 hours of special credit with a grade of S. The course numbers FREN-F 200 / FREN-F 250 will be used to designate this credit.

Foreign Study

Outstanding students who want to participate in a one-year academic program are encouraged to apply for the program offered in Aix-en-Provence, France. In addition, IU offers semester and summer programs in various locations throughout France and Canada. These programs can be used to fulfill requirements for the baccalaureate degree. For a description of all French program options visit: <http://overseas.iu.edu/programs/iuprograms/languages/french.shtml>.

Courses in English

The following courses are taught in English.

- FREN-F 309
- FREN-F 310
- FREN-F 311
- FREN-F 312
- FREN-F 341

No credit in French.

Spanish

The program offers courses at all levels, elementary through advanced, on the Spanish language and the cultures and literatures of Spain and Latin America.

Major in Spanish

Requirements

- Courses above SPAN-S 150, including SPAN-S 360 (30 cr.)
- Chosen among SPAN-S 311, SPAN-S 312, SPAN-S 317, SPAN-S 323, and SPAN-S 363 (9 cr.)
- 400 level courses (9 cr.)
- Select one of the following
 - FREN-F 100 (or a more advanced course taught in French)
 - GER-G 100 (or a more advanced course taught in German)
 - ITAL-M 100 (or a more advanced course taught in Italian)
 - Select from the following list of culture options (3 cr.)
 - FREN-F 309
 - FREN-F 310
 - FREN-F 311
 - FREN-F 312
 - FREN-F 341
 - CMLT-C 261
 - CMLT-C 340
 - CDNS-C 101

- CDNS-C 301
 - CDNS-C 350
 - CDNS-C 400
 - CMLT-C 460
 - CDNS-C 495
 - LING-L 103
- The Department of Modern Languages will accept one CHRI course that is cross-listed with Spanish and taken by students toward an A.A. in Latino Studies and apply it to the B.A. in Spanish toward completion of the required 30 credits of Spanish courses at the 200 level and above.

Minor in Spanish Requirements

SPAN-S 200 / SPAN-S 250 or equivalent earned through special credit and three courses at the third-year or fourth-year level, taught in Spanish. Fourth-year level courses may only be taken with permission of instructor.

Special Credit

A student who places at the third-year level on the language placement test and receives a grade of C or higher in the validating third-year level course will be eligible for 6 hours of special credit with a grade of S. A student who places in the second semester of the second year and completes a validating course with a grade of C or higher will be eligible to receive 3 hours of special credit with a grade of S. The course numbers SPAN-S 200 / SPAN-S 250 will be used to designate this credit.

Native Speakers

Students who are native speakers of Spanish *must get permission* from the department in order to enroll in SPAN-S 311, SPAN-S 312, SPAN-S 317 SPAN-S 323, SPAN-S360, and SPAN-S363. Questions about the major or minor should be directed to the department chair.

Foreign Study

Qualified students who want to participate in a one-year academic program are encouraged to apply for the program offered in Madrid, Spain. In addition, IU offers programs in various locations throughout Spain and Latin America. Summer study programs are available in Bilbao and Salamanca, Spain. These programs can be used to fulfill requirements for the baccalaureate degree. For a description of all Spanish program options: <http://overseas.iu.edu/programs/iuprograms/languages/spanish.shtml>.

Courses in English

The following Spanish courses are taught in English

- SPAN-S 230
- SPAN-S 231
- SPAN-S 240
- SPAN-S 241
- SPAN-S 251
- SPAN-S 260
- SPAN-S 284
- SPAN-S 290

No credit in Spanish.

German Foreign Study

Qualified students who want to participate in a one-year program are encouraged to apply for the program offered in Freiburg, Germany. In addition, IU offers semester and summer programs in various locations throughout Germany and Austria. These programs can be used to fulfill requirements for the baccalaureate degree. For a description of all German program options visit: <http://overseas.iu.edu/programs/iuprograms/languages/german.shtml>.

Italian Foreign Study

Qualified students who want to participate in a one-year program are encouraged to apply for the program offered in Bologna, Italy. In addition, IU offers semester and summer programs in various locations throughout Italy. These programs can be used to fulfill requirements for the baccalaureate degree. For a description of all Italian program options visit: <http://overseas.iu.edu/programs/iuprograms/languages/italian.shtml>.

Canadian Studies

The Canadian Studies program gives students a better understanding of the diverse origins and multifaceted character of Canada. It gives direction and depth to the student's liberal arts education through a focus on Canada.

Minor in Canadian Studies

The minor in Canadian Studies may consist of either A or B.

A. 15 credit hours to include

CDNS-C 101 Canadian Studies (3 cr.)
CDNS-C 301 (3 cr.)

Select three of the following:

- CDNS-C 350 (3 cr.)
- CDNS-C 400 (3 cr.)
- HIST-H 230 (3 cr.)
- POLS-Y 217 (3 cr.)
- GEOL-T 315 (3 cr.)
- CDNS-C 495 (3 cr.)

Total (15 cr.)

B. 18 credit hours to include:

FREN-F 200 (3 cr.)
FREN-F 250 or equivalent (3 cr.)
CDNS-C 101 (3 cr.)
CDNS-C 301 (3 cr.)

Select two of the following:

- CDNS-C 350 (3 cr.)
- CDNS-C 400 (3 cr.)
- HIST-H 230 (3 cr.)
- POLS-Y 217 (3 cr.)
- GEOL-T 315 (3 cr.)
- CDNS-C 495 (3 cr.)

Total (18 cr.)

Performing Arts

Phone: (219) 980-6810

Website: <http://www.iun.edu/performing-arts/>

Performing Arts

Performing arts provides academic curricula in music, theatre, and dance for students who seek to develop careers in these areas. Extensive performance programs provide practical experiences that complement classroom study.

Major in Theatre

The Department of Performing Arts (THTR) recognizes a symbiotic relationship between theatre production experience and classroom study. Requirements for the Major in Theatre are therefore distributed between practicum, production laboratory, and academic courses in the performing arts.

Requirements (39 cr.)

- THEATRE CORE courses (12 cr.)
 - THTR-T 120 Acting I (3 cr.)
 - THTR-T 228 Design for the Theatre (3 cr.)
 - THTR-T 340 Directing I (3 cr.) prerequisite THTR-T 120 and THTR-T 228 or consent of instructor
 - THTR-T 490 Independent Study in Theatre and Drama (3 cr.) - must be a minimum 3 credit hour capstone project
- PRODUCTION EXPERIENCE (6 cr.)
 - THTR-T 168 Practicum (1-2 cr. per semester)
- LABORATORY EXPERIENCE (6 cr.)
 - Select two from the following:
 - THTR-T 225 Stagecraft I (3 cr.)
 - THTR-T 230 Costume Design and Technology (3 cr.)
 - THTR-T 335 Stage Lighting Design (3 cr.)
- HISTORY, LITERATURE, THEORY (6 cr.)
 - THTR-T 470 History of the Theatre I (3 cr.)
 - THTR-T 471 History of the Theatre II (3 cr.)
 - THTR ELECTIVE (9 cr.)
 - UPPER DIVISION COURSES IN MAJOR (300 level or above) (15 cr.)

Students are advised to determine an AREA OF CONCENTRATION in consultation with a principal teacher in their chosen area (acting, directing, design, stage management, technical production, dramaturgy, etc.)

Minor in Theatre

Requirements (15 cr.)

- Select one of the following
 - THTR-T 120 Acting I (3 cr.)
 - THTR-T 228 Design for the Theatre (3 cr.)
- THTR-T 168 Practicum (3 cr.)
- Select one of the following labs (3 cr.)
 - THTR-T 225 Stagecraft (3 cr.)

- THTR-T 230 Costume Design and Technology I (3 cr.)
- THTR-T 335 Stage Lighting Design (3 cr.)

Select one of the following History of the Theatre courses (3 cr.)

- THTR-T 470 History of the Theatre I (3 cr.)
- THTR-T 471 History of the Theatre II (3 cr.)
- THTR elective (3 cr.)

Music and Dance Program

The Department of Performing Arts offers coursework in a variety of Music and Dance Courses for students who wish to learn a new instrument, dance style, or further refine their skills.

Music courses include:

- MUS-M174 Music for the Listener (3 cr.)
- MUS-L101 Beginning Guitar (2 cr.)
- MUS-P100 Piano (1-4 cr.)
- MUS-V100 Voice (1-4 cr.)

Dance courses include:

- MUS-J100 Ballet (2 cr.)
- MUS-J200 Ballet (2 cr.)
- MUS-J305 Ballet for the Nondegree Student (3 cr.)
- MUS-J320 Pointe Technique (1 cr.)
- THTR-D115 Modern Dance (2 cr.)
- THTR-D140 Jazz Dance I (2 cr.)

Psychology

Phone: (219) 980-6680

Website: <http://www.iun.edu/psychology/>

About the Department of Psychology

The Department of Psychology offers a major in psychology leading to the B.A. degree and the B.S. degree, a major in psychology with a concentration in Women's and Gender Studies leading to the B.A. degree, a Masters in Clinical Counseling to help prepare students for work in Addictions Counseling, and provides course work for undergraduates who want to satisfy distribution requirements. As a science, psychology seeks to understand the basic principles by which living organisms adapt their behavior to the changing physical and social environments in which they live. The breadth of the discipline, with its links to the humanities, mathematics, and other social and natural sciences, encourages the development of broad problem- solving skills through exposure to experimental methodology and statistical analysis, and contributes to personal growth and the development of communication skills. Psychological knowledge, techniques, and skills obtained in the B.A. and B.S. programs are applied in many careers and provide background for students entering graduate work in psychology and related areas, as well as the professions of medicine, dentistry, law, and business.

Career opportunities for psychology majors at the bachelor's degree level exist in mental health clinics, social welfare agencies, government, personnel departments, and business and industry. A wider range of professional opportunities is open to those who complete master's or doctoral degrees. It is strongly recommended that prospective majors discuss their career objectives

with a member of the Department of Psychology early so that appropriate course planning can be accomplished.

The Department of Psychology maintains a chapter of Psi Chi, the international honor society in psychology. With both academic and social interests, the chapter sponsors speakers, workshops, films, and field trips. Students interested in joining should contact the department chairperson.

Major in Psychology - B.A.

Requirements (30 cr.) including the following classes

- PSY-P 101 (3 cr.) prerequisites for all courses
- PSY-P 102 (3 cr.) prerequisites for all courses
- PSY-P 211 (3 cr.) prerequisites for all 400-level laboratory courses
- PSY-K 300 (3 cr.) prerequisites for all 400-level laboratory courses
- Area A
 - Select a minimum of 2 of the following
 - PSY-P 325 (3 cr.)
 - PSY-P 326 (3 cr.)
 - PSY-P 327 (3 cr.)
 - PSY-P 329 (3 cr.)
 - PSY-P 335 (3 cr.)
 - PSY-P 388 (3 cr.)
 - PSY-P 407 (3 cr.)
 - PSY-P 417 (3 cr.)
 - PSY-P 438 (3 cr.)
- Area B
 - Select a minimum of 2 of the following
 - PSY-P 303 (3 cr.)
 - PSY-P 314 (3 cr.)
 - PSY-P 316 (3 cr.)
 - PSY-P 319 (3 cr.)
 - PSY-P 320 (3 cr.)
 - PSY-P 324 (3 cr.)
 - PSY-P 336 (3 cr.)
 - PSY-P 389 (3 cr.)
 - PSY-P 425 (3 cr.)
 - PSY-P 430 (3 cr.)
- Select 1 from the following Advanced Laboratory Course which also satisfies the capstone requirement
 - PSY-P 421 (3 cr.)
 - PSY-P 424 (3 cr.)
 - PSY-P 429 (3 cr.)
 - PSY-P 435 (3 cr.)
 - PSY-P 463 (3 cr.)
 - PSY-P 476 (3 cr.)
- 300-400 level elective (3 cr.)

Total (30 cr.)

Students must also complete the general requirements of the College of Arts and Sciences.

Recommended In addition to meeting departmental and general requirements, the department suggests that psychology majors take supporting courses in mathematics and the natural sciences. We recommend the following courses for all majors: Introductory Biology

and Introductory Chemistry. It is also important to obtain a broadly based education in the humanities, social sciences, and fine arts. Students should not concentrate all their electives in psychology or any other single subject area. Courses such as logic, philosophy, sociology, chemistry, and computer science are especially appropriate. Prospective psychology students and/or majors are invited to discuss their interests with any member of the psychology faculty.

Major in Psychology - B.S.

Purpose The Bachelor of Science in Psychology degree provides students with a rigorous general background in the field of psychology and allied disciplines. The degree is designed for students who wish to prepare for graduate or professional school training in psychology or related fields. The more extensive requirements in biology, chemistry, mathematics, and physics have been selected to optimize the student's future opportunities.

Requirements including the following classes

- PSY-P 101 (3 cr.) prerequisites for all courses
- PSY-P 102 (3 cr.) prerequisites for all courses
- PSY-P 211 (3 cr.) prerequisites for all 400-level laboratory courses
- PSY-K 300 (3 cr.) prerequisites for all 400-level laboratory courses
- Area A
 - Select a minimum of 3 of the following
 - PSY-P 325 (3 cr.)
 - PSY-P 326 (3 cr.)
 - PSY-P 327 (3 cr.)
 - PSY-P 329 (3 cr.)
 - PSY-P 335 (3 cr.)
 - PSY-P 388 (3 cr.)
 - PSY-P 407 (3 cr.)
 - PSY-P 417 (3 cr.)
 - PSY-P 438 (3 cr.)
- Area B
 - Select a minimum of 2 of the following
 - PSY-P 303 (3 cr.)
 - PSY-P 314 (3 cr.)
 - PSY-P 316 (3 cr.)
 - PSY-P 319 (3 cr.)
 - PSY-P 320 (3 cr.)
 - PSY-P 324 (3 cr.)
 - PSY-P 336 (3 cr.)
 - PSY-P 389 (3 cr.)
 - PSY-P 425 (3 cr.)
 - PSY-P 430 (3 cr.)
- Select 1 from the following Advanced Laboratory Courses which also satisfies the capstone requirement
 - PSY-P 421 (3 cr.)
 - PSY-P 424 (3 cr.)
 - PSY-P 429 (3 cr.)
 - PSY-P 435 (3 cr.)
 - PSY-P 463 (3 cr.)
 - PSY-P 476 (3 cr.)

- Select 2 additional 300-400 level elective courses (6 cr.)
- Allied Science
 - BIOL-L 101 (4 cr.)
 - BIOL-L 102 (4 cr.)
 - CHEM-C 105 (3 cr.)
 - CHEM-C 106 (3 cr.)
 - CHEM-C 125 (2 cr.)
 - CHEM-C 126 (2 cr.)
 - Courses listed under the category Group IIIA at the 100 level or above (28 cr.) - Suggested courses include
 - BIOL-L 211 (3 cr.)
 - BIOL-L 311 (3-4 cr.)
 - BIOL-L 312 (3 cr.)
 - BIOL-Z 374 (3 cr.)
 - BIOL-Z 406 (3-4 cr.)
 - BIOL-M 310 (3-4 cr.)
 - BIOL-M 315 (2 cr.)
 - CHEM-C 341 (3 cr.)
 - CHEM-C 342 (3 cr.)
 - CHEM-C 343 (2 cr.)
 - CHEM-C 344 (2 cr.)
 - CHEM-C 483 (3 cr.)
 - MATH-M 118 (3 cr.)
 - MATH-M 119 (3 cr.)
 - MATH-M 215 (5 cr.)
 - MATH-M 216 (5 cr.)
 - MATH-M 301 (3 cr.)
 - MATH-M 311 (4 cr.)
 - MATH-M 312 (3 cr.)
 - MATH-M 360 (3 cr.)
 - MATH-M 366 (3 cr.)
 - PHYS-P 201 (5 cr.)
 - PHYS-P 202 (5 cr.)
 - PHYS-P 221 (5 cr.)
 - PHYS-P 222 (5 cr.)
- PSY-P 326 (3 cr.)
- PSY-P 327 (3 cr.)
- PSY-P 329 (3 cr.)
- PSY-P 335 (3 cr.)
- PSY-P 388 (3 cr.)
- PSY-P 407 (3 cr.)
- PSY-P 417 (3 cr.)
- PSY-P 438 (3 cr.)
- Area B
 - Select a minimum of 2 of the following
 - PSY-P 303 (3 cr.)
 - PSY-P 314 (3 cr.)
 - PSY-P 316 (3 cr.)
 - PSY-P 319 (3 cr.)
 - PSY-P 320 (3 cr.)
 - PSY-P 324 (3 cr.)
 - PSY-P 336 (3 cr.)
 - PSY-P 389 (3 cr.)
 - PSY-P 425 (3 cr.)
 - PSY-P 430 (3 cr.)
 - Select 1 from the following Advanced Laboratory Courses which also satisfies the capstone requirement
 - PSY-P 421 (3 cr.)
 - PSY-P 424 (3 cr.)
 - PSY-P 429 (3 cr.)
 - PSY-P 435 (3 cr.)
 - PSY-P 463 (3 cr.)
 - PSY-P 476 (3 cr.)
 - Select 2 Psychology courses focused on women's issues
 - PSY-P 460 (3 cr.)
 - PSY-P 432 (3 cr.)
 - Select 1 Women's and Gender Studies core course
 - WGS-W 200 (3 cr.)
 - WGS-W 400 (3 cr.)
 - Select 1 Practicum in Women's and Gender Studies of Psychology (if focus is on women's issues)
 - WGS-W 480 (3 cr.)
 - PSY-B 309 (3 cr.)

In addition to the preceding courses, the student is responsible for fulfilling the general requirements of the Bachelor of Science degree as established by the College of Arts and Sciences.

Major in Psychology with a Concentration in Women's and Gender Studies

Purpose The Bachelor of Arts degree in psychology with a concentration in Women's and Gender Studies provides a solid background in applied and basic psychology along with a focus on and experiences in the psychology of women and women's issues.

Requirements (36 cr.) including the following classes

- PSY-P 101 (3 cr.) prerequisites for all courses
- PSY-P 102 (3 cr.) prerequisites for all courses
- PSY-P 211 (3 cr.) prerequisites for all 400-level laboratory courses
- PSY-K 300 (3 cr.) prerequisites for all 400-level laboratory courses
- Area A
 - Select a minimum of 1 of the following
 - PSY-P 325 (3 cr.)

In addition to the preceding courses, the student is responsible for fulfilling the general requirements of the College of Arts and Sciences.

Minor in Psychology Requirements

Students who elect to minor in psychology must complete the following

- PSY-P 101 (3 cr.)
- PSY-P 102 (3 cr.)
- Select 3 additional courses in psychology for which the student has the prerequisites (9 cr.)

Total (15 cr.)

Sociology and Anthropology

Phone: (219) 980-6789

Website: <http://www.iun.edu/sociology-anthropology/>

Sociology

The Department of Sociology and Anthropology offers its sociology curriculum to undergraduate students who want to pursue the systematic study of society from the microlevel (the individual in society) to the macrolevel (the study of institutions). The department offers its anthropology curriculum to undergraduate students who want to acquire a global perspective on the nature and origins of human cultural and biological diversity; different anthropology courses can be used as natural science, social science, or humanities electives. At the junior / senior level, some students may be eligible to enroll in independent study courses: (1) Individual Readings in Sociology and Anthropology (2) the Internship Program (where the student integrates a work experience with course work). Students graduating with a major in sociology or anthropology may enter graduate programs in sociology, anthropology, and social science; enter professional schools, such as law and social work; or enter careers requiring a bachelor's degree in the liberal arts. Both Sociology and Anthropology majors are encouraged to draw upon the resources of other departments in social and behavioral sciences, as well as the humanities and physical/natural sciences. Counseling on programs and career choices is available within the department.

The Department of Sociology and Anthropology maintains a chapter of Alpha Kappa Delta International Sociology Honor Society (Iota of Indiana Chapter). Students are selected on the basis of excellence in research.

Major in Sociology Four-year Program

Requirements - Majors (30 cr.)

- SOC S161 (3 cr.)
- SOC S215 (3 cr.)
- SOC S230 (3 cr.)
- SOC S261 (3 cr.)
- SOC S262 Methods (3 cr.) (quantitative)
- Select one course in deviance or in inequality from the following
 - SOC S310 (3 cr.)
 - SOC S317 (3 cr.)
 - SOC S320 (3 cr.)
 - SOC S325 (3 cr.)
 - SOC S328 (3 cr.)
 - SOC S331 (3 cr.)
 - SOC S335 (3 cr.)
 - SOC S337 (3 cr.)
 - SOC S420 (3 cr.)
- Select one course in organization or in communication from the following
 - SOC S309 (3 cr.)
 - SOC S311 (3 cr.)
 - SOC S313 (3 cr.)
 - SOC S314 (3 cr.)
 - SOC S315 (3 cr.)
 - SOC S316 (3 cr.)
 - SOC S410 (3 cr.)
 - SOC S416 (3 cr.)

- SOC S418 (3 cr.)
- SOC S419 (3 cr.)
- SOC S431 (3 cr.)
- SOC S447 (3 cr.)

- SOC S340 (3 cr.) capstone requirement
- Select any two additional sociology courses to include (6 cr.)
 - 300 or 400 level course

Courses in the major cannot be used to satisfy Group III distribution.

Students must also complete the general requirements of the College of Arts and Sciences.

Emphasis Areas for Sociology Majors

With careful planning, students may be able to select courses that concentrate in one of two general emphasis areas:

The **Sociology** emphasis would include SOC S262, SOC S340, and additional courses that emphasize a theme such as:

- **deviance or inequality** - including
 - several courses from above section as electives
- **social organization** - including
 - several courses from above section as electives
- **medical sociology** - including
 - SOC S314 (3 cr.)
 - SOC S331 (3 cr.)
 - SOC S362 Medical Anthropology (3 cr.)
- **gender** - including courses such as
 - SOC S164 (3 cr.)
 - SOC S310 (3 cr.)
 - SOC S337 (3 cr.)
 - topics courses on gender (3 cr.)
- **family studies** - including courses such as
 - SOC S164 (3 cr.)
 - SOC S316 (3 cr.)
 - SOC S416 (3 cr.)
- **social movements** - including courses such as
 - SOC S218 (3 cr.)
 - SOC S311 (3 cr.)
 - SOC S418 (3 cr.)
 - SOC S419 (3 cr.)
- **qualitative / ethnographic methods**
 - Select one or both of the following
 - SOC S254 (3 cr.)
 - SOC S262 (3 cr.)
 - SOC S431 (3 cr.)
 - Select one or both of the following
 - SOC S441 (3 cr.)
 - SOC S340 (3 cr.)

Total (30 cr.)

Major in Sociology with Concentration in Women's and Gender Studies

Requirements - Majors (30 cr.)

- Select four Basic Sociology courses
 - SOC S161 (3 cr.)
 - SOC S215 (3 cr.)
 - SOC S230 (3 cr.)
 - SOC S261 (3 cr.)
- SOC S262 Methods (3 cr.)
- Select one course from the following Deviance/Inequality courses
 - SOC S337 Women and Crime (3 cr.)
 - SOC S420 Topics in Deviance, when topic is women, such as Women and Deviance (3 cr.)
- Select one course from the following Organization courses
 - SOC S310 Sociology of Women in America (3 cr.)
 - SOC S410 Topics in Social Organization when topic is women, such as Women and Religion (3 cr.)
- Select one course from the following Theory courses
 - SOC S340 SOC (3 cr.)
 - SOC S441 Topics in Theory, Anthropology (3 cr.)
- Select electives in areas of Sociology / Anthropology Women's and Gender Studies
 - Select two appropriate courses at the 300-400 level such as
 - SOC S337 (3 cr.)
 - SOC S420 (3 cr.)
 - SOC S310 (3 cr.)
 - SOC S410 (3 cr.)
 - SOC S495 Individual Readings and Research when topic is women (3 cr.)
 - SOC S398 Internship in Behavioral Sciences, when agency serves women, such as battered women's shelters, women's transitional houses, etc. (3 cr.)
 - SOC S362 Native American Women (3 cr.)

Outside Electives

- WOST 200 Introduction to Women's and Gender Studies (3 cr.)
- Select one WOST W400 course from the following
 - P460 / W400 Psychology of Women (3 cr.)
 - P432 / W400 Women and Madness (3 cr.)
 - Appropriate cross-listed courses from other disciplines (3 cr.)
- Students must also complete all the requirement for the regular B.A. in Sociology and College of Arts and Sciences B.A. general requirements.
- P432 / W400 Women and Madness (3 cr.)

Minor in Sociology

Requirements - Minors (15 cr.)

- SOC S161 (3 cr.)

- Select one from the following
 - SOC S163 (3 cr.)
 - SOC S164 (3 cr.)
 - SOC S230 (3 cr.)
- Select two 300 or 400 level sociology courses (6 cr.)
- Select any additional sociology course (3 cr.)

Students pursuing a minor may wish to select courses that emphasize a theme such as

- **deviance or inequality** - including
 - two or three courses from the above sections
- **social organization** - including
 - several courses from above section as electives
- **medical sociology** - including
 - SOC S314 (3 cr.)
 - SOC S331 (3 cr.)
- **gender** - including two or three from
 - SOC S164 (3 cr.)
 - SOC S310 (3 cr.)
 - SOC S337 (3 cr.)
 - topics courses on gender (3 cr.)
- **family studies** - including two or three from
 - SOC S164 (3 cr.)
 - SOC S316 (3 cr.)
 - SOC S416 (3 cr.)
- **social movements** - including two or three from
 - SOC S218 (3 cr.)
 - SOC S311 (3 cr.)
 - SOC S418 (3 cr.)
 - SOC S419 (3 cr.)

Total (15 cr.)

Anthropology

Anthropology gives students a holistic understanding of human existence in an ecological, evolutionary perspective. It studies the interrelationships of human biology and human behavior, particularly that behavior which we call culture, both in the past and in the present. In its four traditional subfields of cultural anthropology, physical anthropology, archaeology, and linguistics, anthropology covers all the aspects of being human, making use of almost all of human knowledge. Anthropology is also the only discipline that focuses on the study of the origin and nature of human biological and cultural diversity. Courses in anthropology are thus of value to students in virtually all fields; they relate those disciplines to a broader view of humankind as a whole.

Major in Anthropology

Indiana University Northwest offers a joint B.A. Major in Anthropology in conjunction with Indiana University South Bend. The required classes are taught at both schools, so students can complete entirely at either campus. There is no requirement that students must take classes at both schools. At the same time, the faculty of each campus do have different specializations and offer different elective courses. Additionally the required classes may be offered in different semesters at the campuses. Students are free

to take classes at both schools and apply them to the major.

Requirements - Majors (33 cr.)

- Select 1 of the following introductory anthropology courses
 - ANTH A104 (3 cr.)
- Select 1 of the following
 - ANTH A105 (3 cr.)
- E200 Cultural Anthro II (3 cr.)
- Choose two of these:
 - ANTH B300 Bioanthropology (3 cr.)
 - ANTH L300 Language and Culture (3 cr.)
 - ANTH P200 Archaeology (3 cr.)
- Select 1 of the following Quantitative Methods
 - SOC S262 (3 cr.)
- ANTH A360 capstone requirement (3 cr.)
- Select 1 400-level Seminar Experience course such as
 - ANTH E400 (3 cr.)
 - ANTH E445 (3 cr.)
 - ANTH B400 (3 cr.)
 - ANTH B466 (3 cr.)
 - Or others to be offered
- Select any 3 elective courses in Anthropology (9 cr.)
- Any course can fulfill only one of the requirements listed above
- 15 credit hours of the courses taken in the major must be at the 300 level

Total (33 cr.)

Minor in Anthropology Requirements - Minor (15 cr.)

Select 5 (3 cr.) courses including

- ANTH-A 104 (3 cr.)
- ANTH-A 105 (3 cr.)
- Select at least 1 course from the following:
 - ANTH-B 300 (3 cr.)
 - ANTH-E 200 (3 cr.)
 - ANTH-L 300 (3 cr.)
 - ANTH-P 200 (3 cr.)
- Select at one 300- or 400- level course in addition to any used to satisfy the above requirements. (3 cr.)
- Select any one more 3 cr. Anthropology course

Women's and Gender Studies

Phone: (219) 980-6714

Website: <http://www.iun.edu/women-and-gender-studies/>

About the Women's and Gender Studies Program

Women's and Gender Studies is an interdisciplinary program focusing on the importance of gender as a category of social analysis. Women's and Gender Studies courses consider gender systems across cultures, examining the way those systems develop, function, and change. Women's and Gender Studies draws upon a variety of academic disciplines.

A Women's Studies minor, Certificate in Women's and Gender Studies, or Bachelor of Arts degree with a major in Psychology or Sociology and a concentration in Women's and Gender Studies provides a valuable foundation for students entering the workforce. Women's and Gender Studies courses will benefit those who enter jobs in business, education, nursing, and public affairs, as well as those who study traditional fields such as history, social work, sociology, psychology, the arts, and literature. Most of the courses in the program satisfy distribution requirements.

Minor in Women's Studies Requirements - (15 cr.)

- Core Courses (6 cr.)
 - Select one of the following
 - WGS-W 200 Women in American Society (3 cr.) Social Sciences
 - WGS-W 201 Women in American Culture (3 cr.) Humanities
 - Select one of the following
 - WGS-W 400 Topics in Women's and Gender Studies (3 cr.) Social Sciences
 - WGS-W 401 Topics in Women's and Gender Studies (3 cr.) Humanities
- Women in Diverse Cultures (3 cr.)
 - WGS-W 301 International Perspectives on Women (3 cr.)
 - AFRO-A 210 Women in the African Diaspora (3 cr.)
 - AFRO-A 406 Literature by American Women of Color (3 cr.)
 - AFRO-A 410 The Black Woman and the Afro-American Experience (3 cr.)
 - CHRI-C 490 Topic: The Latino Woman (3 cr.)
 - CMLT-C 340 Women in World Literature (3 cr.)
 - SPAN-S 284 Women in Hispanic Culture (3 cr.)
 - SPAN-S 470 Women in Hispanic Literature (3 cr.)
 - WGS-W 302 The Afro-Caribbean Experience (3 cr.)
- Women in the Social Sciences (3 cr.)
 - WGS-W 300 Topics in Women's and Gender Studies (3 cr.)
 - WGS-W 480 Women's and Gender Studies Practicum (3 cr.)
 - AFRO-A 210 Women in the African Diaspora (3 cr.)
 - AFRO-A 410 The Black Woman and the Afro-American Experience (3 cr.)
 - CHRI-C 490 Topic: The Latino Woman (3 cr.)
 - SPAN-S 470 Women in Hispanic Literature (3 cr.)
 - PSY-P 460 Women: A Psychological Perspective (3 cr.)
 - SOC-S 310 The Sociology of Women in America (3 cr.)
 - SOC-S 337 Women and Crime (3 cr.)
 - SOC-S 410 Topics in Organization: Women and Work (3 cr.)

- SPCH-S 450 Gender and Communication (3 cr.)
- SPEA-V 450/V 550 Inside Out Prison Exchange Offender Re-entry (3 cr.) (when topic is women or gender)
- Women in the Humanities (3 cr.)
 - WGS-W 207 Women in Literature (3 cr.)
 - WGS-W 302 Issues in Gender Studies: Afro-Caribbean Experience (3 cr.)
 - AFRO-A 406 Literature by American Women of Color (3 cr.)
 - CMLT-C 340 Women in World Literature (3 cr.)
 - ENG-L 201 Films by Women (3 cr.)
 - ENG-L 207 Women in Literature (3 cr.)
 - ENG-L 295 American Film Culture (3 cr.) (When topic is women/gender)
 - ENG-L 381 Recent Writing (3 cr.) (When topic is women/gender)
 - ENG-L 440 Seminar in English and America Literature (3 cr.) (When topic is women/gender)
 - SPAN-S 470 Women in Hispanic Literature (3 cr.)
 - AFRO-A 370 Recent Black American Writing (3 cr.) (when topic is women/gender)
 - HIST-B 300 History of Sexual Revolution (3 cr.)

Total (15 cr.)

The course taken to fulfill the requirement of Women in Diverse Cultures cannot be used to fulfill the requirements in Women in the Social Sciences and Women in the Humanities.

Certificate in Women's and Gender Studies

The Certificate offers students a focused program in an interdisciplinary course of studies dealing with women's experiences, issues related to gender, gender identity, roles and relationships, and the impact of these elements on life and society. The Certificate is open to both degree-seeking and non-degree-seeking students. Many professionals in business, psychology, social services, medical, and legal professions find that training in Women's and Gender Studies enhances the practice of their profession.

Students may enter the program in two different ways. Degree-seeking and non-degree-seeking students should contact the WGS Director. They will then discuss the student's career goals and needs and select a set of courses that will best satisfy those goals. Degree-seeking students should be in good standing within the university and have a minimum GPA of 2.0.

Requirements - (18 cr.)

- Core Courses(6 cr.)
 - W200 or W201 (3 cr.)
 - W480 (3 cr.)
- Select courses across 3 categories (12 cr.)
 - Women in Diverse Cultures
 - Women in the Social Sciences
 - Women in the Humanities

- At least 9 credit hours of the certificate must be completed on the Indiana University Northwest campus.
- Students are required to obtain a grade of C or better for all courses used in the Certificate.
- Students may receive either a minor or Certificate in Women's and Gender Studies, but not both.

Bachelor of Arts in Psychology - Concentration in Women's and Gender Studies

Purpose

The Bachelor of Arts degree in psychology with a concentration in Women's and Gender Studies provides a solid background in applied and basic psychology along with a focus on and experiences in the psychology of women and women's issues.

Requirements (36 cr.) including the following classes

- PSY-P 101 (3 cr.) prerequisites for all courses
- PSY-P 102 (3 cr.) prerequisites for all courses
- PSY-P 211 (3 cr.) prerequisites for all 400-level laboratory courses
- PSY-K 300 (3 cr.) prerequisites for all 400-level laboratory courses
- Area A
 - Select a minimum of 2 of the following
 - PSY-P 325 (3 cr.)
 - PSY-P 326 (3 cr.)
 - PSY-P 327 (3 cr.)
 - PSY-P 329 (3 cr.)
 - PSY-P 335 (3 cr.)
 - PSY-P 407 (3 cr.)
 - PSY-P 417 (3 cr.)
- Area B
 - Select a minimum of 2 of the following
 - PSY-P 314 (3 cr.)
 - PSY-P 316 (3 cr.)
 - PSY-P 319 (3 cr.)
 - PSY-P 320 (3 cr.)
 - PSY-P 324 (3 cr.)
 - PSY-P 336 (3 cr.)
 - PSY-P 389 (3 cr.)
 - PSY-P 425 (3 cr.)
 - PSY-P 430 (3 cr.)
- Select 1 from the following Advanced Laboratory Courses which also satisfies the capstone requirement
 - PSY-P 421 (3 cr.)
 - PSY-P 424 (3 cr.)
 - PSY-P 429 (3 cr.)
 - PSY-P 435 (3 cr.)
- Select two psychology courses focused on women's issues
 - PSY-P 460 (3 cr.)
 - PSY-P 432 (3 cr.)
- Select one Women's and Gender Studies core course from the following
 - WGS-W 200 (3 cr.)

- WGS-W 400 (3 cr.)
- Select one practicum in Women's and Gender Studies or psychology from the following
 - WGS-W 480 (3 cr.)
 - PSY-B 309 (3 cr.) (if focus is on women's issues)

Total (36 cr.)

In addition to the preceding courses, the student is responsible for fulfilling the general requirements of the B.A. degree as established by the College of Arts and Sciences.

Bachelor of Arts in Sociology - Concentration in Women's and Gender Studies

The Bachelor of Arts degree in sociology with a concentration in Women's and Gender Studies provides a solid background in sociology along with a focus on the sociology of women and women's issues.

Requirements - (30 cr.)

- SOC S161
- SOC S215
- SOC S230
- SOC S261
- Select one Methods course from the following
 - SOC-S 262
 - SOC-S 254
- Select one Deviance / Inequality course from the following
 - SOC-S 337 Women and Crime
 - SOC-S 420 Topics in Deviance (when topic is women, such as Women and Deviance)
- Select one Organization course from the following
 - SOC-S 310 Sociology of Women in America
 - SOC-S 410 Topics in Social Organization (when topic is women, such as Women and Religion)
- Select one Theory course from the following
 - SOC-S 340
 - SOC-S 441 Topics in Theory, Anthropology
- Select elective courses in areas of sociology / anthropology / Women's and Gender Studies
 - Select two appropriate additional courses at the 300-400 level from the following
 - SOC S337
 - SOC S420
 - SOC S310
 - SOC S410
 - and / or any of S495 Individual Readings and Research when topic is women
 - S398 Internship in Behavioral Sciences, when agency serves women, such as battered women's shelters, women's transitional houses, etc.
 - SOC S362 Native American Women

Total (30 cr.)

Outside Electives

- WGS-W 200 Introduction to Women's and Gender Studies
- Select one WGS-W 400 course such as
 - PSY-P 460 / WGS-W 400 Psychology of Women
 - SPCH-S 450 Gender and Communication
 - Appropriate cross-listed courses from other disciplines

Total (30 cr.)

In addition to the preceding courses, the student is responsible for fulfilling the general requirements of the B.A. degree as established by the College of Arts and Sciences.

General Studies

Administrative Officers

Joan F. Wolter, B.G.S., *Assistant Director*

Georgia Kontos, B.A., *Project Coordinator*

Admission

General Admission Requirements

The general studies degree programs are open to all qualified high school graduates or individuals with the appropriate General Educational Development (GED) certificate.

Application Procedures

Persons interested in applying for admission to the general studies degree program should comply with the following procedures:

- All applicants must complete the application form available from the General Studies Program. Citizens of other countries, including those in the United States on immigration visas, must complete the International Application for Admission form in addition to the regular application form. The International Application for Admission form is available from the Office of Admissions, Indiana University, Bloomington, IN 47405.
- If the applicant has previously attended college, the applicant should direct the college or university to forward a transcript to the Office of Admissions.
- All applicants who have not previously attended Indiana University must submit a copy of their high school transcript or evidence of having completed the GED certificate. Applicants over 21 years of age without a high school diploma or GED certificate should attach a letter explaining how their experience has prepared them for college-level work.
- All of the preceding information and supporting materials should be sent to the Continuing Studies Program, IU Northwest, Gary, IN 46408.

Academic Standards

Degrees Awarded with Distinction

The General Studies Program recognizes outstanding performance in course work by awarding degrees with

three levels of distinction: distinction, high distinction, and highest distinction. In order to graduate with distinction, students must have 60 graded IU credit hours for the B.G.S. degree. (Pass/fail and self-acquired competency credits and courses not applicable to the degrees [e.g., remedial courses] are not counted in calculating the number of credit hours.) Courses with S grades (not self-acquired competency) are counted in these 60 hours.

The levels of distinction, which are printed on both the student's transcript and IU diploma, are determined by the overall cumulative grade point average of each graduating class and generally approximates the following GPAs:

- 3.50-3.74 distinction
- 3.75-3.89 high distinction
- 3.90-4.00 highest distinction

Required Areas of Learning Areas

- Arts and Humanities
- Capstone Experience
- Electives
- Science and Mathematics
- Social and Behavioral Sciences

Each degree program requires completion of course work in three required areas of learning. To fulfill the requirements, students may choose from within each area of learning.

In each degree program, a student must demonstrate competency in each of the following areas: written communication, oral communication, mathematics, and computer literacy. All students are required to take an additional writing course and a diversity course (see advisor for details) Students should discuss with their academic advisors the appropriate ways to establish competency.

The subject fields grouped under the three areas of learning follow. Similar subject fields from other colleges and universities may be applied toward fulfilling the area requirements.

Science and Mathematics

- Anatomy and physiology
- Astronomy
- Biology
- Chemistry
- Computer science
- Data processing and information systems
- Geology
- Mathematics
- Microbiology
- Physics
- Plant sciences
- Zoology

Arts and Humanities

- Classical studies
- Comparative literature English
- Fine arts
- Folklore
- History

- History and philosophy of science
- Language courses
- Minority studies
- Musicology and music history
- Philosophy
- Religious studies
- Speech and communication
- Theatre and drama

Social and Behavioral Sciences

- Anthropology
- Economics
- Geography
- Linguistics
- Political science
- Psychology
- Sociology

Electives

Students may select any of the courses offered by Indiana University or other schools to fulfill elective requirements. Students are encouraged to consult with their advisors and to concentrate their elective course work in subject fields related to their primary academic interest, a second area of expertise, and personal interests. Students are also encouraged to focus their learning by selecting minors available from the College of Arts and Sciences, the School of Business and Economics, and the School of Public and Environmental Affairs.

Capstone Experience

The General Studies Degree Program offers course work leading to a capstone experience that is available both on campus and at a distance. Completing a capstone experience enables you to demonstrate accomplishments in undergraduate education. It allows you to apply both academic and real-world experience to the principles of undergraduate learning, thereby enabling you to understand the educational philosophy of a multidisciplinary education. The capstone experience will help you make constructive decisions for academic and career planning. Contact your general studies advisor or program director for details.

For any changes to the degree requirements that may have occurred since the publication of this bulletin, contact your general studies advisor or program director.

Degree Requirements

Bachelor of General Studies (B.G.S.) Requirements

- A minimum of 12 credit hours in *each* of the three required areas of learning. (The credit hours required in each area must be taken in at least two academic departments.)
 - Arts and humanities (12 cr.)
 - Science and mathematics (12 cr.)
 - Social and behavioral sciences (12 cr.)
- A minimum of 18 additional credit hours in one of the preceding areas with courses from at least two academic departments (18 cr.)
- Electives (66 cr.)

Total (120 cr.)

Certificate in General Studies Requirements

- A minimum of 6 credit hours in *each* of the three required areas of learning. (The credit hours required in each area must be taken in at least two academic departments.)
 - Arts and humanities (6 cr.)
 - Science and mathematics (6 cr.)
 - Social and behavioral sciences (6 cr.)
- Electives (12 cr.)

Total (30 cr.)

Other Requirements

- No more than three sequential courses (not to exceed 10 credit hours) in any one academic department may be applied to the 30 credits.
- Students must successfully complete at least 8 credit hours of course work at Indiana University or through the IU Independent Study program. Earning credit through an academic department examination at Indiana University is the equivalent of having completed the course at IU. Credits earned by self-acquired competency (SAC) and Defense Activity for Non-Traditional Education Support (DANTES) cannot be applied to the 8 credit hour requirement. The campus director must approve exceptions.
- The Certificate in General Studies is available to students admitted to the School of Continuing Studies who have 24 credits or fewer applicable to the General Studies Program.
- Students must complete at least 6 credit hours after admission to the General Studies Degree Program. This must be Indiana University course work. Credits for SAC and DANTES cannot be applied to this 6 credit hour requirement.
- Students must earn a minimum cumulative grade point average of 2.0 on all courses considered for the certificate and on all courses completed after admissions to the School of Continuing Studies. The minimum grade for any course completed to satisfy non-elective requirements must be a C–.
- Students must be admitted according to the standards for admission to the general studies degrees.
- Students are required to meet the oral and written communication fundamental skills requirements of the general studies degrees.

Student Consumer Information about this Program

Requirements for a Second Bachelor's Degree

Normally, the holder of a baccalaureate degree who wishes to pursue a further educational goal is encouraged to become qualified for admission to a graduate degree program. In certain cases, however, a student may be admitted to candidacy for the B.G.S. degree.

After admission to the General Studies Degree Program, bachelor's degree candidates must earn

- At least 30 credit hours of the required 120 from Indiana University if they have not previously earned credit from the Indiana University system
- A minimum of 20 credit hours acceptable for the B.G.S. degree after admission to the General Studies Degree Program

- All requirements for the Bachelor of General Studies degree

Recognition of Previously Earned Credit

Many students in the General Studies Degree Program have previously earned academic credit at Indiana University or at other institutions. They may also be eligible for credit by examination or for the award of credit for college-level learning gained through life experiences (self-acquired competency). Such credit is applied to the degree requirements of the B.G.S. degrees within the following guidelines.

Credits from Indiana University

A maximum of 100 hours of credit can be applied to the B.G.S. degree, provided that the grades earned were D or higher. *Exception:* Credit for the grade of D will be granted only for elective courses, not those required for the distribution requirements of the degree or the minor(s).

Students with academic deficiencies (cumulative grade point average below 2.0 or below a C average) in course work done within the Indiana University system may be admitted to the General Studies Degree Program on "probation." All students must achieve at least a 2.0 grade point average for all courses applied to the degree at Indiana University after admission to the General Studies Degree Program in order to obtain a degree. Students who have been dismissed from another academic unit of Indiana University and whose cumulative GPA is below 2.0 may not be admitted to the General Studies Degree Program until at least one calendar year has passed since the date of dismissal.

Upon the successful completion (GPA of 2.0 or higher) of 12 credit hours in the General Studies Degree Program, the following policies take effect:

Grades of D or F earned in the Indiana University system five years or more before admission to the General Studies Degree Program may be deleted from the General Studies records at the option of the student; a student may request forgiveness of an unsatisfactory semester at Indiana University if that semester is within a five-year period of the student's admission to the program. Although all Indiana University course work remains on the student's permanent record, the General Studies Degree Program can exclude the grades and credit earned during this unsatisfactory semester when computing the student's grade point average. Students should note that the General Studies Program removes all grades and credit earned during this unsatisfactory semester from the grade point average; therefore, students are advised to consult with their advisors about the advisability of this procedure.

The program is designed to avoid placing an excessive burden on students who have made an unsatisfactory start at Indiana University in the past. The program is not intended to permit students with chronically poor performance in the university to stay in school, nor to raise false hopes for students who are not making progress toward a degree.

Credits Eligible for Transfer from Institutions Other than Indiana University

A maximum of 90 credit hours at an institution other than Indiana University can be applied to the B.G.S.

degree, provided that grades are at least C. In order for transfer credit to be applied to any of the required areas of learning, courses taken must be equivalent in nature to those offered by Indiana University in these areas. Courses taken at another institution in which the student received the grade of C– or below will not be transferable for credit. In addition, there is a 64 credit hour maximum for courses applied toward the B.G.S. degree from community/associate's colleges.

Students who have been dismissed from another postsecondary institution cannot be admitted to the General Studies Degree Program until at least one calendar year has passed since the date of dismissal.

University regulations require that the admissions office indicate on the credit transfer report any deficiencies in grade point average (grade point average below 2.0 on a 4.0 scale) at another institution.

Credit by Examination at Other Institutions

If the transcript indicates credit by examination, and if students do not enroll in sequential courses to validate their knowledge in the subject matter, credit will be granted only on the basis of review by the appropriate academic department of Indiana University.

Credits Awarded for Educational Programs in Noncollegiate Organizations

Where relevant to the academic program sponsored by the General Studies Degree Program, the Program will consider the evaluation and credit recommendations of the two publications below as a guide in awarding credit to persons who have successfully completed noncollegiate or in-company sponsored instruction:

- American Council on Education, *The National Guide to Educational Credit for Training Programs*
- University of the State of New York, *A Guide to Educational Programs in Noncollegiate Organizations*

Credit for Self-Acquired Competencies (SAC)

The General Studies Degree Program recognizes that students do gain college-level knowledge and understanding through various life experiences that are equivalent to the subject matter of specific courses in the university curriculum or that may be recognized as general elective credit. Students who believe themselves eligible for such credit are encouraged to accelerate their college programs by discussing their background in detail with the General Studies Degree Program advisor.

In general, the following procedures and limitations govern the awarding of credit for self-acquired competencies:

- A student must be admitted to the School of Continuing Studies, have completed 12 credit hours, and be in good standing before any credit for self-acquired competency is awarded.
- A maximum of 30 credit hours to the B.G.S. degree.
- Students seeking either general-elective or specific course credit for self-acquired competencies should first consult their General Studies Degree Program advisors about the feasibility of their applications for credit.
- General credit is awarded as elective credit for college-level knowledge that cannot be equated to any specific course. The general self-acquired

competency credit awarded is recorded as School of Continuing Studies SCS G299 or SCS G499 credit and is applied only in the fulfillment of the elective credits to be earned for a degree. In other words, the Continuing Studies Self-Acquired Competency Committee awards this general credit only if the learning of the student cannot be credited as a specific course, or courses, by other schools, divisions, or departments.

- The student requesting credit for self-acquired competency will always do so in consultation with the General Studies Degree Program advisor and the chairperson of the campus SAC committee. Details on procedures to be followed will be furnished at the time the advisor and the student begin fitting the SAC activities into the student's plan of study.

Transfer of Self-Acquired Competencies Credit within the Indiana University System

Self-acquired competencies credit awarded by the faculty of one Indiana University campus is recorded and explained on the permanent record of the student in the system-wide office. The School of Continuing Studies on any other Indiana University campus to which the student may transfer in order to complete the associate or bachelor's degree will honor such credit. The student should be aware, however, that such credit would not necessarily be honored by other degree programs of Indiana University or by other institutions.

Transfer of Self-Acquired Competencies Credit from Other Institutions

Up to 15 hours of the possible credit toward the B.G.S. degree will be awarded for self-acquired competencies previously recognized by other accredited postsecondary institutions. Additional hours of self-acquired competencies credit from other institutions must be reviewed in the same manner as other Indiana University self-acquired competencies credit. The total amount (transfer and IU) of SCS G299-SCS G499 credit applicable to the B.G.S. is 30 credit hours.

Military Service and Law Enforcement Credit

Veterans of military service and military and law enforcement personnel on active duty are eligible for academic credit as a result of their training and experience. The General Studies Degree Program of the School of Continuing Studies follows the provisions of the American Council on Education's *Guide to Evaluation of Educational Experiences in the Armed Services* in granting credit. Copies of official discharge, separation papers, certificates of completion (in-service schools), or transcripts must be submitted as a basis for granting credit. For more information, contact the Admissions office.

Admission

The General Studies Program at IU Northwest offers the Bachelor of General Studies (B.G.S.) degree.

General studies degree programs provide higher education alternatives for nontraditional students that leads to a Bachelor of General Studies (B.G.S.) degree. Those students may have work or home schedules that are uncertain, or may simply desire flexibility in program planning and scheduling that is not generally available in traditional programs. Many of our students began a program some time ago and now wish to continue

their education in a way that builds upon prior academic achievements and present personal realities.

It is possible to design an academic program that fits you. It is possible to complete your studies in a variety of ways.

The B.G.S. degrees consist of two parts: (1) course work that must be done in broad categories, called "required areas of learning," and (2) course work that can be done in any school, division, or program of the university, called "elective credit." The three required areas of learning are arts and humanities, science and mathematics, and social and behavioral sciences. They provide students with a broad exposure to the humanities and the sciences. Electives permit students to explore other areas of interest and to tailor the degree to their individual needs.

Graduate

Administrative Officers

Mark S. Hoyert, Ph.D., *Dean*

Nelson H. De Leon, Ph.D., *Associate Dean* David Klamen, M.F.A., *Associate Dean*

Naomi Palagi, M.L.S., *Assistant to the Dean*

Director of MLS Program

Mary Ann Fischer, Ph.D. *Chair, Department of Psychology*

Website: www.iun.edu/coas/

Phone: (219) 980-6789

Overview

The College of Arts and Sciences offers two Masters degree programs: a Master of Liberal Studies (M.L.S.) and a Master of Science in Clinical Counseling with a Specialization in Drug and Alcohol Counseling (M.S.C.C.).

Master of Science in Clinical Counseling with Specialization in Drug and Alcohol Counseling

The Master of Science in Clinical Counseling with Specialization in Drug and Alcohol Counseling (M.S.C.C.) program is designed for students who wish to prepare for careers and licensure in the field of addictions treatment. Drug and alcohol addictions remain one of the most vexing problems facing the region, the state, and society in general. The extent of addiction is horrific. Substance abuse is the nation's number one health problem. One in ten adult in the U.S. is currently addicted to alcohol or drugs and almost one-third of all adults will struggle with addictions at some point in their lives. While addictions are powerful and can have harmful consequences, they respond well to treatment. Unfortunately, there exists a shortage of therapists who are prepared with graduate-level knowledge and skills in addictions treatment. The M.S.C.C. Program is designed to provide this background. Students will gain basic knowledge about pharmacology, abnormal psychology, theories of addictions, and treatment options. Students will develop and practice counseling skills and learn how to evaluate treatment methods and techniques. Graduates will be able to work in this rewarding field and will be able to pursue licensure.

Master of Liberal Studies

The Master of Liberal Studies (M.L.S.) program is unique. It does not provide a rigid schedule of courses or focus on one particular specialty. It is inherently interdisciplinary. It is designed for students who love to learn new ideas and discuss them with others. It is designed for students

who are curious about the world – about art, literature, science, politics, human nature and history. It is for people who want to explore new worlds and who enjoy meeting others who want to join the expedition. It is designed for students who wish to combine several academic areas into one tailored degree program. Students select a sequence of graduate level courses to create their own path of study. It allows students to explore questions of enduring concern and contemporary urgency in the arts, humanities, behavioral sciences, social sciences, life sciences, and physical sciences. In doing so, the program provides students with opportunities to engage their curiosity in an intellectual exploration of the world of ideas. The rewards of the pursuit of knowledge go beyond intellectual satisfaction. Students will gain fresh perspectives and will hone the creative, critical thinking, decision making, analytical, and communication skills that are so valued in today's workplace. Uniquely among graduate programs, the M.L.S. helps students understand the broader context of their ideas, path of study, and fields of work, learn to analyze problems from a variety of perspectives, will stimulate students to find connections between their studies and their personal and professional lives, and encourages a lifelong commitment to learning, free inquiry and the life of the mind.

Policies and Procedures

The general regulations and policies detailed in this bulletin apply to all students in the college's graduate and post-baccalaureate programs.

General Scholarship Rule

Any student who does not possess the necessary preliminary training or who lacks other qualifications may be required by the college to enroll in such courses designated by the college or other corrective actions as is necessary or desirable. The college may review a student's record at any time and take whatever actions seem necessary for the best interest of that student or the college. Any student whose work is unsatisfactory or whose conduct is unethical may be dismissed from the college.

Academic Regulations

Students must have their programs of study approved by the program director.

Courses at the 300 or 400 level that are available to be taken for graduate credit as a graduate level class will include additional assignments beyond those required for undergraduate credit. Enrollment in such courses requires the approval of the instructor and of the program director. It is sometimes possible for a student to take a graduate level course at IUN or elsewhere that can count as an elective in the graduate program; permission for this must be given by the program director before the student registers. Students who have graduate course credits before they enroll in one of the graduate programs may have some credits transferred into the program, but such transfers of credits will not be considered until the student has demonstrated satisfactory progress in their current program. Courses used for another degree or certificate cannot also be used to satisfy graduate program requirements.

An average grade of B (3.0) is required for graduation, and no course with a grade lower than B-(2.7) will be counted toward the degree. Students are required to retain good academic standing, i.e., to maintain a GPA of at least 2.7. Failure to maintain good standing may result in dismissal from the program. Students whose GPA falls below 3.0 are considered to be on probation; they must earn at least a B- in each of their next two classes with a 3.0 GPA in those two classes in order to continue in the program. Other academic regulations and policies are established by the Graduate Studies Committees of the College of Arts and Sciences. Students should consult their program director for further information.

Master of Science in Clinical Counseling Admission

Students are admitted to the Master of Clinical Counseling program by the MSCC Admissions Committee of the Psychology Department. To be considered for admission, students must hold a bachelor's degree from an accredited institution and an undergraduate grade point average of at least 3.0. GRE scores are recommended. If the applicant is a recovering substance abuser, two years of continuous sobriety is strongly recommended. Students with a GPA slightly below 3.0 who are returning to college with relevant work experience in a health or human services agency may be considered. The goal is to select applicants who can successfully complete graduate study and work successfully in the field of addictions counseling.

Curriculum

A. Drug and Alcohol Addictions Counseling Core Courses- (24 cr.)

- Psy - P535 Introduction to Addictions Counseling (3 cr.)
- Psy - P641 Assessment (3 cr.)
- Psy - P538 Professional Issues in Addictions Counseling (3 cr.)
- Psy - I501 Multicultural Counseling (3 cr.)
- Psy - P556 Group and Family Counseling (3 cr.)
- Psy - P657 Special Topics: Life-Span Development(3 cr.)
- Psy - P667 Neuropsychopharmacology (3 cr.)
- Psy - P624 Principles of Psychopathology (3 cr.)

B. Practica – must complete 9 credit hours

- Psy - P691 Practicum in Applied Psychology
- Psy - P694 Internship in Counseling Psychology

C. Electives – must complete 3 credit hours

- Psy- I521 Introduction to Applied Behavior Analysis (3 cr.)
- Psy - P631 Intervention and Evaluation (3 cr.)
- Psy - P634 Advanced Survey of Community Psychology (3 cr.)
- Psy - P898 Master's Degree Research (3 cr.)
- Phil - P694 Biomedical Ethics (3 cr.)
- SPEA -V562 Public Program Evaluation (3 cr.)

Master of Liberal Studies Admission

Students are admitted to the Master of Liberal Studies program by the M.L.S. Committee of the College of Arts

and Sciences. To be considered for admission, students must hold a bachelor's degree from an accredited institution and should have obtained an undergraduate grade point average of at least 3.0. Students with a GPA slightly below 3.0 for a recent degree may be admitted on probation, as well as students with a lower GPA who are returning to college after a long absence with a fresh motivation to learn. Students admitted on probation must earn at least a B- in each of their first two classes with a 3.0 GPA in order to continue in the program. The goal is to select applicants who can successfully complete graduate study and for whom the MLS program will prove to be enriching.

Academic Curriculum

The M.L.S. requires the completion of at least 11 courses (minimum of 33 credits). Early in their programs, students take a proseminar as introduction to graduate liberal studies and interdisciplinary methodology, and at least three core seminars, one each in the humanities, the sciences, and the social sciences. Seminars combine detailed study of a particular topic with a broad interdisciplinary examination of ways of understanding. The M.L.S. program draws on faculty with diverse expertise to explore topics through a multidisciplinary approach. The program is designed to allow students flexibility to fashion a course of study that blends their interests, talents and experience. Students, under guidance of their faculty advisor, may choose graduate courses and seminars in a variety of disciplines within the College of Arts and Sciences. If the student chooses, the program can culminate with a thesis or alternative project that will grow out of the information and methodologies acquired throughout the course work.

Proseminar (required)

- LIBS D510 Introduction to Graduate Liberal Studies (3 cr.)

Core Seminars (all three required)

Each of the core courses is a graduate seminar combining detailed study of particular topics with broad interdisciplinary perspectives. These courses give students the opportunity to explore the connections that exist among the diverse discipline and perspectives that define contemporary knowledge. Students may repeat core seminars (each may be taken up to two more times with a different topic).

- LIBS D501 Humanities Seminar Core Seminar (3 cr.)
- LIBS D502 Social Sciences Seminar Core Seminar (3 cr.)
- LIBS D503 Science Seminar Core Seminar (3 cr.)

Electives (no specific requirements)

Electives offer students a wide variety of choices with which to create programs of study suited to their individual interest. These elective courses may be selected to build support and background for the graduate project, or to enable students to more ably participate in the public intellectual, artistic, and cultural life of their communities.

- LIBS D511 M.L.S. Humanities Elective (3 cr.) may each be repeated (with different topics) as many times as needed to complete the students' goals

- LIBS D512 M.L.S. Social Science Elective (3 cr.) may each be repeated (with different topics) as many times as needed to complete the students' goals
- LIBS D513 M.L.S. Science Elective (3 cr.) may each be repeated (with different topics) as many times as needed to complete the students' goals
- LIBS D514 Graduate Liberal Studies Overseas Study (max 6 cr.)
- LIBS D594 Liberal Studies Directed Readings (max 6 cr.)
- LIBS D596 Liberal Studies Independent Research (max 6 cr.)
 - M.L.S. students may take no more than a total of 6 credit hours of D594 and D596 combined.
- LIBS D501 Humanities Seminar Core Seminar (3 cr.)
- LIBS D502 Social Sciences Seminar Core Seminar (3 cr.)
- LIBS D503 Science Seminar Core Seminar (3 cr.)

Independent Research / Creative Activity Option

The Independent Research/Creative Activity Option offers students the opportunity to work closely with a faculty committee and to complete a final project designed around their unique interests. Students must take 12 credits of electives and then successfully complete their program with a graduate project. The graduate project is an independent scholarly enterprise in which the student demonstrates mastery of a specific topic. Examples include a thesis, a computer program, a translation of a work of literature, or an artistic composition or performance.

Requirement

- LIBS D601 M.L.S. Project Proposal Seminar (3 cr.)
- LIBS D602 Graduate Project (3-6 cr.)

Public Intellectual Option

Upon completion of two additional core seminars and 12 credits of electives, the Public Intellectual Option offers students the opportunity to work within a learning community made up of other students and led by a faculty facilitator to explore the variety of genres through which public intellectuals communicate, and to create their own portfolio of public intellectual work to be submitted for completion of the M.L.S. degree. The public intellectual coursework must be taken at IU South Bend.

Requirement

- LIBS D600 Public Intellectual Practicum (3 cr.)

Postbaccalaureate Certificates

The College of Arts and Sciences offers postbaccalaureate certificates in three areas: Community Development and Urban Studies (contact Department of Minority Studies at 219-980-6629), Computer Information Systems (contact Department of Computer Information Systems at 219-980-6638), and Race-Ethnic Studies (contact Department of Minority Studies at 219-980-6629). The certificates are designed for mature students seeking career changes, career development, or lifelong learning objectives. The postbaccalaureate certificate options are open to anyone holding a bachelor's

degree from an accredited college or university. Students will receive instructions in the major certificate subject area and selected courses in Arts and Sciences related areas.

The complete range of academic counseling, career counseling, and placement services are available to postbaccalaureate certificate students (consult the *IU Northwest Undergraduate Bulletin* for details)

English Graduate Coursework

The selection of courses for graduate programs in English at Indiana University Northwest must be done with departmental graduate counselors in the School of Education.

College of Health and Human Services

Administrative Officers

Patrick Bankston Ph.D., Dean
Linda R. Delunas, Ph.D., R.N., C.N.E., Associate Dean

Website: www.iun.edu/chhs/
Telephone: (219) 980-6555

Overview

General Information

The College of Health and Human Services at IU Northwest offers degree programs in a wide range of health-related fields. Detailed information is presented in the sections that follow. While every effort has been made to provide accurate information, students should seek academic advice from a faculty member of the specific program in which they are interested before making final decisions based on the program descriptions contained in this bulletin. Additionally, all programs in the College of Health and Human Services have program specific policies; program-specific information can be found in the appropriate section.

Contact Information

College of Health and Human Services
IU Northwest
Dunes Medical / Professional Building, Room 3003
3400 Broadway
Gary, Indiana 46408
(219) 980-6555

Contact the College of Health and Human Services for additional contact information.

Admission

Admission to most of the College of Health and Human Services programs requires a separate application and admission process. See program specific details.

The admission policies of individual programs within the College comply with the following standards:

- Prerequisite Course Work
- Grade Requirements
- Repeated Courses
- Ineligibility
- Students with Disabilities
- Essential Abilities

- Admissions Procedures
- Transfer Credit
- Correspondence Courses
- Disciplinary Probation

Prerequisite Course Work

Applicants must complete prerequisite courses at an accredited high school (or by GED equivalent), college, or university. Individual programs determine the specific courses and the minimum grade that must be achieved in any course (see specific program information). Each program must approve the completion of a prerequisite course with a Pass/Fail grade. Applicants should read the admission policies and program descriptions in this bulletin for specific admission requirements.

Grade Requirements

Without exception, applicants must have a cumulative grade point average of at least 2.0 on a 4.0 scale for *all* course work completed at Indiana University and/or any other college or university. Some programs have established a minimum grade point average higher than 2.0 on a 4.0 scale. Some programs also use a component of the overall grade point average (for example, math/science grade point average). See specific program information. Only completed course work and the resultant grade point average are evaluated. Students may not be admitted to, hold a position in, or begin a program if they are on probation. Students are placed on probation when the cumulative and/or semester grade point average falls below a 2.00 on a 4.00 scale.

The applicant must also maintain the minimum grade point average as established by the program. The applicant's grade point average will be the major consideration for admission. See specific program information.

Repeated Courses

Programs in the College of Health and Human Services have specific policies governing repeating of courses. See program specific information.

Ineligibility

Failure to successfully complete certain General Education courses may make a student ineligible for admission to College of Health and Human Services programs. A pattern of course withdrawals may reduce the student's chances of admission to a College of Health and Human Services program. See program specific information.

Individuals convicted of sexual crimes will be ineligible for admission to most College of Health and Human Services programs. Should such a situation occur during enrollment in the program, decisions related to dismissal will be addressed on a case-by-case basis.

Essential Abilities

Most academic programs in the College of Health and Human Services have specified essential nonacademic abilities critical to the success of students enrolled in that program. Once admitted to an academic program, students are expected to meet program standards for these essential abilities in order to participate in the educational program. Copies of each program's essential abilities are available upon request from the program office. Modifications in the learning environment to assist students in meeting these essential abilities and all other progression requirements will be made in accordance with

federal and university guidelines and in consideration of individual needs. For more information contact the specific program office.

Admission Procedures

1. Individuals must read the program-specific sections in this bulletin for additional admission requirements and deadlines.
2. Individuals seeking admission to a professional program must submit a complete application prior to the program's application deadline. Admission to the professional program is competitive; application for admission to the university does not constitute automatic admission to a program.
3. Applicants who are not Indiana University students must also file an Indiana University application and pay the application fee prior to the program application deadline. Applications for admission to Indiana University can be obtained from the Office of Admissions on the campus of interest. Some campuses may have application deadlines.
4. The program's admission committee reviews all completed applications. The selection of a class is based on school and program admission criteria. All applicants receive written notification of their admission status.
5. Applicants may appeal any admission decision except the minimum requirement of a grade point average of 2.0 on a 4.0 scale. Copies of the policies and procedures governing the appeals process are available on request from the programs' administrative offices.
6. Individuals interested in being admitted to one of the school's programs should contact the program of interest annually for an update of admission criteria.
7. Applicants must obtain an application for the year in which they wish to apply.
8. Applicants should check the current program application for the deadlines for submission.
9. Students who have a positive criminal history may be ineligible for admission, unable to be placed clinically (and thus unable to progress through the program), or unable to obtain appropriate credentials to practice in some disciplines. Contact the program director for further information.
10. A student whose name appears on the Sex Offenders List will not be allowed to pursue admission to any program in the College of Health and Human Services.
11. Programs may calculate the competitive grade point average utilizing grades earned in remedial courses differently. See the program-specific section.

Transfer Credit

The campus Office of Admissions will determine acceptance of credit from a regionally accredited college or university for transfer to Indiana University. Each program in the College of Health and Human Services retains the right to determine the acceptability of transfer credit to meet degree requirements.

While the grades from *all* course work completed at Indiana University and all other colleges and universities are used to calculate the *admission grade point average*,

only grades of C or above will be considered for transfer. The university does not accept the transference of special credit by examination awarded by another college or university. The transfer of credit earned through a regionally accredited junior college or a community college is normally limited to the equivalent of two years of academic work toward a baccalaureate degree and one year of academic work toward an associate degree.

Correspondence Courses

All credit to be applied to a College of Health and Human Services degree earned through correspondence study, or other nontraditional methods must be validated and approved by the faculty of the program to which the student is applying.

Students with Disabilities

Persons who have physical, mental, or learning impairments are encouraged to work with academic counselors to plan how the applicant can be helped to meet essential program requirements. The person with disabilities must meet academic requirements and technical standards that are essential to the program of instruction or to any directly related licensing requirements. Modifications in the means by which academic requirements are met will be given individual consideration. Students can also contact the Office of Student Support Services, Hawthorn Hall at (219) 980-6941.

Disciplinary Probation

Disciplinary probation is administered according to the *Code of Student Rights, Responsibilities, and Conduct and the College of Health and Human Services Disciplinary and Appeals Process*.

Policies & Procedures

General Policies

Student Responsibility

Students in the College of Health and Human Services are responsible for planning their own programs, meeting degree requirements, and receiving academic advising from their respective program advisor each semester. Academic counselors, faculty, and administrators are available to assist students in understanding degree requirements. It is important for students to acquaint themselves with all regulations and to remain properly informed throughout their studies. All provisions of the bulletin are in effect for the year in which the student enters the major. Students interrupting their studies, pursuing part-time study, or full-time students taking more than one year to complete prerequisite requirements are subject to policy and curriculum changes as they occur. Curriculum changes during the progress toward the degree may result in revision of degree requirements.

Drug-free Campus

Students are prohibited by Indiana University to use or possess alcoholic beverages, any drug or controlled substance, or drug paraphernalia on university property or in the course of a university activity or student organization activity. Students are responsible for acquainting themselves with this policy and the sanctions for violation of the policy.

Professional Liability Insurance

All students in the College of Health and Human Services having patient/client contact will be covered under the malpractice contract for Indiana University. This liability insurance will not extend to employment outside of course-related activities. The student should be aware that failure to pay course and other fees will result in non-coverage under the malpractice contract of Indiana University. Such non-coverage makes the student ineligible to attend clinical classes. Some programs may require additional professional liability insurance; see specific program policies.

Standards of Conduct

Students are subject to the standards of conduct as defined in Indiana University's *Code of Student Rights, Responsibilities, and Conduct*. Stated due process will be followed for any student found to be in violation of this code. All Indiana University students are responsible for acquainting themselves with and adhering to policies outlined in this document. Additionally, all students are expected to adhere to the College of Health and Human Services Honor Code of Professional Conduct. The CHHS Code can be found at: <http://www.iun.edu/chhs/>.

Dress Code

In clinical courses, students wear the designated uniform of the program. All students wear the designated photo identification badge when in a clinical agency. Students not appropriately attired may be asked to leave the clinical area by their instructor. Such an occurrence constitutes an absence. See program information for program-specific policies.

Drug Screen

Clinical sites may require students to have a drug screen prior to attending clinical at their agency, or may require one on demand in certain situations. Failure to comply immediately will result in removal from the site and possible dismissal from the program. Additionally, a positive drug screen may prevent students from being able to be placed in a clinical agency. See program information for program-specific policies.

Health Requirements

Students in many College of Health and Human Services programs are required to show proof that they have met the immunization, physical examination, and laboratory examination requirements of hospitals and other health agencies used for clinical experiences, as well as CPR certification. Specific instructions will be distributed prior to clinical assignment. Failure to meet those health requirements will make the student ineligible for clinical classes. See program information for program-specific policies.

Criminal History Check

Many of the clinical sites where College of Health and Human Services students complete their hands-on clinical experiences (such as hospitals, clinics, and other agencies) require verification of having undergone a criminal background check before students can be placed in their organizations. Failure to meet this requirement will make the student ineligible for clinical classes. It is possible that a positive criminal history may prevent students from progressing in a College of Health and Human Services program. See program information for program-specific policies.

Transportation

Students are to provide their own transportation for educational experiences requiring travel. Classes and clinical facilities are distributed in various locations throughout Northwest Indiana and the Chicago area, with limited public transportation. Students using cars for clinical must be able to show proof of auto insurance that is compliant with Indiana law. In addition, the student must show proof of a valid driver's license. Indiana University does not assume liability for individual incidents involving personal vehicles.

Policies & Procedures

Admission to the College of Health and Human Services programs requires a separate application and admission process. The admission policies of individual programs within the College comply with the following standards.

Disciplinary Probation

Disciplinary probation is administered according to the *College of Health and Human Services Disciplinary and Appeals Process*.

Absences

Loss of time in any one clinical area may require that the student repeat the course. Faculty will distribute program-specific absence policies.

Audit Students

An audit student officially registers for a class and pays applicable credit hour rates. Upon completion, the course is entered on the permanent university record as one taken for no credit (NC). Check with your academic counselor for specific instructions. Required general education courses taken for NC will not apply toward completion of program requirements. Students may not audit any clinical course. The opportunity to audit a didactic course is dependent on the availability of space and permission of the instructor.

Class Standing

Within Indiana University, class standing is based on the total number of credit hours a student has earned. However, within a program, class standing is assigned according to a student's progress in the professional curriculum.

Completion of Degree Requirements

The program records specialist must receive removal of all Incomplete and Deferred grades, special credit, and Independent Study course grades no later than three weeks prior to the end of classes of the student's last semester before graduation.

Cumulative Grade Point Average

All work attempted at Indiana University is used to calculate the cumulative grade point average. Courses transferred from another institution are not included for calculation in the cumulative grade point average. However, the pre-program grade point average is calculated by including all (transfer and IU) courses used toward the degree.

Dismissal

Upon the recommendation of the faculty in the student's program, a student may be dismissed from the College of Health and Human Services. Dismissal is based on the failure to meet academic or professional standards. The

student will be informed of the dismissal in writing by the dean of the College of Health and Human Services or the dean's representative.

A student in the College of Health and Human Services may be dismissed from the school when, in the judgment of the faculty, the student has ceased to make satisfactory progress toward a degree. When an undergraduate student fails to attain a C (2.0) grade point average in any two consecutive academic sessions, has a cumulative grade point average below C (2.0) for two consecutive sessions, or fails to earn higher than a D (1.0) grade point average in any one semester or has a pattern of withdrawal from professional courses, the student is automatically considered to be making unsatisfactory progress toward a degree and is thereby eligible for dismissal.

In addition, a student who fails to meet program-specific academic requirements is considered not to be making satisfactory academic progress toward a degree and may be dismissed. At the time of initial enrollment, each student receives a copy of the program-specific academic requirements.

A student failing to meet the standards of professional and personal conduct may also be recommended for dismissal.

Honors

The College of Health and Human Services offers the following honors to recognize superior student performances. In addition, see specific program information.

Degrees Awarded with Distinction

To graduate with academic distinction, degree candidates must rank within the highest 10 percent of the graduating class. Additionally, baccalaureate degree candidates must have completed a minimum of 60 credit hours at Indiana University. Academic distinction is conferred on graduates as follows:

- 3.83 - 4.00 Highest Distinction
- 3.66 - 3.82 High Distinction
- 3.50 - 3.65 Distinction

Distinction is based on course work completed at Indiana University, including the final semester.

Dean's List

Full time students who earned a 3.3 grade point average or higher for the semester and part time students who earned a 3.3 grade point average or higher carrying 12 credit hours or more during the regular academic school year are placed on the Dean's List.

Programs have specific policies regarding reinstatement or reenrollment of students who have withdrawn or are dismissed. See program specific information.

Intercampus Transfers

Students in good academic standing may seek intercampus transfer by petitioning the faculty on the campus of desired transfer at least one semester in advance of requested transfer. Intercampus transfer requests will be evaluated individually on the basis of student record review and the availability of course

positions, faculty, and facilities to meet student needs and program objectives.

Probation

Upon the recommendation of the faculty in the student's program, a student is placed on probation. Probationary recommendations are made when the student does not meet standards of academic performance or professional behavior. A student will be placed on academic probation for the academic session following the one in which the student fails to attain a minimum C (2.0) cumulative and semester grade point average. Individual programs may have additional academic and professional standards. A student who fails to meet these program-specific standards may also be placed on probation. Students are informed of program-specific standards upon entering the program. A student will be removed from probation after satisfactorily completing the program's specified requirements. Students are notified in writing of probationary actions by the College of Health and Human Services dean or the dean's representative.

Residency Requirement

A minimum of 51 percent of the required courses must be completed at Indiana University. Courses assigned to the Indiana University transcript through the process of validation will not count toward meeting the residency requirement. The Indiana University campus on which the student met the residency requirement will award the degree.

Semester Load

To be considered a full-time student by the university, the student must register for a minimum of 12 credit hours each fall and spring semester and a total of 6 or more credit hours during a summer session. The maximum load is 18 credit hours. Students who want to carry more than 18 credits must obtain permission of the program director or dean. In addition, students should have a cumulative B (3.0) average or have earned a B (3.0) average in their last semester.

Students in Good Standing

Students must maintain a minimum cumulative grade point average of C (2.0) and a minimum grade point average of 2.0 for the most recent academic session and meet additional programmatic, academic, and professional standards in order to be considered in good standing. Students are informed of programmatic, academic, and professional standards during program orientation.

Withdrawals (Grade of W)

Withdrawals are issued to students wishing to withdraw from any or all courses if the official withdrawal process is completed by the automatic withdrawal deadline dates printed in the current class schedule. A grade of W will appear on student transcripts when students complete the official withdrawal process with the appropriate approval. After the automatic withdrawal deadline, the grade awarded will be an F or W as determined by the instructor. Withdrawal after the automatic deadline is not automatic and requires approval of the College of Health and Human Services dean or the dean's representative; permission will be granted only in extraordinary circumstances. *W is an option after the withdrawal deadline only if the student is passing.* A grade of FN will be recorded on the official transcript if a student stops attending but does not officially withdraw from class.

Schools & Divisions

Dental Education

Administrative Officer

Donna S. Krause, CDA, LDH, MPA
Clinical Associate Professor

Dental Education, Program Director

Web site: www.iun.edu/dental/ **Phone:** (219) 980-6770

About Dental Education

Dental Education offers an entry-level Bachelor of Science in Dental Hygiene degree, a Bachelor of Science in Dental Hygiene completion degree, and a Certificate in Dental Assisting. Detailed information is presented in the sections that follow. While every effort has been made to provide accurate information, students should seek academic advice from the Dental Education advisor before making final decisions based on the program descriptions contained in this bulletin.

Mission

The mission of the Dental Education department at Indiana University Northwest is to improve the public's total health by advancing the art and science of dental assisting and dental hygiene by increasing the awareness of and ensuring access to quality oral health care, promoting the highest standards of dental assisting and dental hygiene education, certification, licensure and practice, and representing and promoting the interest of dental assistants and dental hygienists.

Accreditation

The Dental Assisting and Dental Hygiene programs are accredited by the American Dental Association Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, IL, 60611, phone: (800) 621-8099.

Student Dental Assisting and Student Dental Hygiene Association

Undergraduate students are eligible for student membership in the national, state, and local constituents of the American Dental Assistants' Association (ADAA) or the American Dental Hygienists' Association (ADHA). Sustaining membership is obtained by individuals attending an accredited program. The purpose of the organization is for the students to become active in their professional association. The students have the opportunity to take advantage of the tangible benefits and the intangible benefits that play a vital role in the security of the profession.

Admission Policies

Repeated Courses

Applicants whose grade point average is at least 2.0 on a 4.0 scale who have repeated courses will have their admission grade point average calculated by averaging the grades earned together. The FX policy of Indiana University is also utilized for repeated courses. The FX option is applied with the following restrictions: no more than three courses will be deleted, and the grade will be deleted no more than once for a given course. If more than three courses are repeated, the applicant will determine which of the repeated courses are to be deleted.

Essential Abilities

A certificate in dental assisting or degree in dental hygiene attest to the mastery of knowledge and skills. Graduates must possess the essential knowledge and skills to function in a variety of clinical situations and render a wide spectrum of patient care in a safe and effective manner.

The Dental Education faculty has therefore specified non-academic criteria, Essential Abilities for Admission and Retention, which all applicants and students are expected to meet in order to participate in the dental assisting and dental hygiene programs. These criteria include the following five categories: observation; communication; motor function; intellectual-conceptual, integrative and qualitative abilities; and behavior and social attributes. All accepted students will be required to sign a statement certifying that they can meet the essential abilities that apply to the dental assisting and dental hygiene program.

Dental Assisting Admission Procedures

Candidates for admission to the program must be high school graduates with a 2.0 grade point average (on a 4.0 scale), or GED equivalent. High school courses in biology, chemistry, and computers are strongly recommended.

Each candidate must submit the following materials to the Dental Education Admissions Advisor prior to **July 1** for consideration for entry into the class beginning in the fall semester of that year. (Applications submitted beyond the **July 1** deadline will be considered based upon class availability.)

1. Applicants must first make application to IU Northwest if *not* previously admitted by an Indiana University campus. Please contact the IU Northwest Admissions Office for an application at (219) 980-6991.
2. Complete a Dental Assisting Program Application. This application is available online at www.iun.edu/~dental/, in the Dental Education Department, Dunes Medical/Professional Building, Room 1180, or by calling (219) 980-6770. A separate application must be submitted to each campus the student is interested in attending.
3. Two IU Northwest Dental Education Recommendation Forms.
4. Official college and university transcripts, if applicable.

In August, upon receipt of all application materials, applicants are *required* to attend the Dental Assisting Applicant orientation. Applicants will be notified by mail concerning the date and time.

Class size for the dental assisting program is limited. Therefore, each applicant is encouraged to schedule an appointment with the advisor of the dental assisting program and to apply early. The Dental Assisting Admissions Committee reviews all applicants without discrimination or favor of sex, age, race, religion or national origin.

Dental Assisting Career Options

Employment opportunities are available in private dental practice (general or specialty); hospitals; educational institutions; business; and federal, state and community clinics.

Student Consumer Information About this Program

Dental Assisting Curriculum

The dental assistant is a member of the dental health team and is concerned with the prevention of dental disease. The dental assistant is also trained to aid the dentist in the detection, care, and treatment of already present oral pathology.

Graduate dental assistants have completed a professional, accredited college program that entitles them to take a national certification examination administered by the Dental Assisting National Board. Upon successful passage of this examination, the assistant becomes a Certified Dental Assistant (CDA).

The trained dental assistant is qualified to seek employment in private dental practices, both general and specialized, as well as in local, state, or federal health clinics and educational programs. Dental publishing companies and dental sales companies also offer job opportunities.

The dental assisting program is a R Q H \ 36 credit hour certificate program. To be eligible to apply to the program, an applicant must be a high school graduate (or GED equivalent) with a minimum grade point average of 2.0 or a C average.

Student Consumer Information about this Program

IU Northwest offers an educational program that allows students to apply their credits toward an associate of science or a bachelor's degree, in another discipline, which is generally required for positions involving the responsibilities of education and/or administration.

Fall Semester

- DAST H214 Oral Anatomy (3 cr.)
- DAST A112 Medical/Dental Emergencies and Pharmacology (2 cr.)
- DAST A121 Microbiology and Asepsis Techniques (2 cr.)
- DAST A171 Clinical Science I (5 cr.)
- DHYG H303 Radiology (2 cr.)

Total (14 cr.)

Spring Semester

- DAST A131 Dental Materials I (2 cr.)
- DAST A111 Oral Pathology, Physiology, and Anatomy I (2 cr.)
- DAST A113 Oral Pathology, Physiology, and Anatomy II (1 cr.)
- DAST A141 Preventive Dentistry (2 cr.)
- DAST A172 Clinical Science II (5 cr.)
- DAST A152 Radiology clinic (1cr.)

Total (13 cr.)

Summer Semester

- DHYG H242 Introduction to Dentistry (1 cr.)
- DAST A161 Behavioral Science (1 cr.)
- DAST A132 Dental Materials II (2 cr.)
- DHYG H224 Oral Histology and Embryology (1 cr.)
- DAST A162 Oral and Written Communications (2 cr.)
- DAST A182 Practice Management, Ethics and Jurisprudence (2 cr.)

Total (9 cr.)

Additional information may be obtained by writing to:

IU Northwest
 Dental Assisting Program Advisor
 Dunes / Medical Professional Building Room 1180
 3400 Broadway
 Gary, IN 46408
Phone: (219) 980-6770

Dental Hygiene Admission Procedures Prerequisites for Bachelor of Science in Dental Hygiene

The dental hygiene program requires 59 credit hours of prescribed liberal arts courses. The 59 credit hours may be taken at any accredited college or university. Required courses should not be taken under the Pass/Fail option; the admissions committee must approve any exceptions. The student must maintain at least a 2.5 GPA on a 4.0 scale to be eligible for consideration. Courses taken at institutions other than Indiana University must show a grade of C or better to be accepted as transfer credit by Indiana University Admissions's Office. All applicants must receive a minimum grade of C in each prerequisite course to be eligible for the program. Required courses include one semester of English composition, one semester of professional writing, one semester of chemistry, one semester of psychology, one semester of sociology, one semester of public speaking, one semester of computer education, one semester of human biology, one semester of microbiology, two semesters of anatomy and physiology each with a laboratory, one semester of basic mathematics, one semester of nutrition, one semester of statistics, one semester of urban public health, one semester from cultural and historical studies (elective), two semesters of arts and humanities (such as literature, history, philosophy, foreign language, music, art appreciation, or religion - electives). Total credit hours are 59. All required courses must be completed for eligibility in the dental hygiene program.

Applications may be obtained on line at www.iun.edu, in the Dental Education Department, Dunes Medical/ Professional Building, Room 1180 or by calling (219) 980-6770. The application must be returned by February 1 to be considered for acceptance in the fall semester of that year. A separate application must be submitted to each campus the student is interested in attending.

- Applicants must first make application to IU Northwest if *not* previously admitted by an Indiana University campus. (Courses cannot be transferred without making application to IU Northwest.)
- Applicants must complete and return the Dental Hygiene Application to the Department of Dental Education no later than *February 1* for entry into the class beginning in the fall semester of that year.
- Items that must be submitted to the Dental Hygiene Program Admission Committee by *February 1* include:
 - Official high school transcript
 - Official college and university transcripts (This includes transcripts to be sent for course work completed by February 1)
 - Dental Hygiene Application
 - Proof of IU Northwest acceptance (if not currently attending an Indiana University campus)

In February, upon receipt of the dental hygiene application and other supporting materials, applicants are *required* to attend the Dental Hygiene Applicant Open House. The applicant will be notified of the Open House by mail during February.

Class size for the dental hygiene program is limited and each year there are more qualified applicants than can be accepted. Therefore, applicants are encouraged to consult with a program advisor for pre-dental hygiene advising. The Dental Hygiene Admissions Committee reviews all applicants without discrimination or favor because of sex, age, race, religion, or national origin.

Selection of dental hygiene students is based upon, but is not limited to, satisfying prerequisites, number of college credit hours satisfactorily completed, overall college grade point average, prerequisite GPA, high school rank, applicant Open House attendance, and an individual appraisal of the applicant's established record and potential for development.

Seven-Year Limit

All credit to be applied to a dental education degree earned through Indiana University's Division of Extended Studies, correspondence study, or other nontraditional methods must be validated and approved by the director of the program to which the student is applying. Dental Education retains the right to determine the acceptability of transfer credit to meet degree requirements.

Dental Hygiene Career Options

The dental hygienist is a licensed member of the dental health team and is concerned with the prevention of diseases of the oral cavity. The dental hygienist completes a professional college program that entitles the graduate, upon successful passage of national, regional and state board examinations, to perform specific preventive treatments of children and adults; to expose and process dental radiographs (x-rays); to assume duties in the dental office; and/or to participate as a dental health professional in federal, state, or local public health clinics and educational programs.

IU Northwest currently offers a program that leads to a Bachelor of Science in Dental Hygiene degree and a Bachelor of Science in Dental Hygiene completion degree (beginning in fall semester of 2014). While the associate degree is adequate to prepare the dental hygienist to perform the tasks that may be assigned in the private dental office, additional knowledge and skills are necessary for positions involving the responsibilities of public health, education, or administration. Because of increasing interest among dental hygienists in those opportunities, the baccalaureate degree is being offered at two of the regional campuses; IU Northwest and IU South Bend.

Students interested in pursuing a dental hygiene degree should consult the Dental Education program advisor at IU Northwest.

Dental Hygiene Curriculum Bachelor's Degree Pre-dental Hygiene Curriculum

- ENG W131 Reading, Writing, and Inquiry (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)
- SOC S161 Principles of Sociology (3 cr.)

- PSY P101 Introductory Psychology I (3 cr.)
- PSY K300 Statistical Techniques (3 cr.)
- CHEM C110 The Chemistry of Life (3cr.)
- SPCH S121 Public Speaking (3 cr.)
- Select one of the following (3 cr.)
 - CSCI A106 Introduction to Computing (3 cr.)
 - CSCI C106 Introduction to Computers and Their Use (3 cr.)
- MATH M100 Basic Mathematics (4 cr.)
- PBHL P201 Urban Public Health (3 cr.)
- PHSL P130 Human Biology (4 cr.)
- PHSL P261 Human Anatomy and Physiology I (4 cr.)
- PHSL P262 Human Anatomy and Physiology II (4 cr.)
- NURS B215 Nutrition for Health Professionals (3 cr.)
- BIOL M200 Microorganisms in Nature/Disease (4 cr.)
- Cultural and Historical Studies Elective (3 cr.)
- Arts and Humanities Elective (6 cr.)

Total (59 cr.)

Dental Hygiene Curriculum

All students must receive a minimum grade of C or better in each course to be eligible for graduation.

First Year of Professional Courses

Fall Semester

- DHYG H214 Oral Anatomy (3 cr.)
- DHYG H303 Dental Radiology (2 cr.)
- DHYG H218 Fundamentals of Dental Hygiene (4 cr.)
- DHYG H205 Medical and Dental Emergencies (1 cr.)
- DHYG H217 Preventive Dentistry (2 cr.)
- DHYG H211 Head and Neck Anatomy (2 cr.)

Total (14 cr.)

Spring Semester

- DHYG H224 Oral Histology and Embryology (1 cr.)
- DHYG H308 Dental Materials (2 cr.)
- DHYG H219 Clinical Practice I (4 cr.)
- DHYG H204 Periodontics (1 cr.)
- DHYG H215 Pharmacology and Therapeutics (2 cr.)
- DHYG H305 Radiology Clinic I (1 cr.)
- DHYG H242 Introduction to Dentistry (1 cr.)

Total (12 cr.)

Summer I

- DHYG H220 Summer Radiology Clinic (1 cr.)
- DHYG H221 Summer Clinic (3 cr.)

Total (4 cr.)

Second Year of Professional Courses

Fall Semester

- DHYG H250 Local Anesthesia and Pain Control (2 cr.)
- DHYG H311 Dental Health Education (2 cr.)
- DHYG H301 Clinical Practice II (5 cr.)
- DHYG H321 Periodontics (2 cr.)
- DHYG H306 Radiology Clinic II (1 cr.)
- DHYG H304 Oral Pathology (2cr.)

Total (14 cr.)

Spring Semester

- DHYG H320 Ethics, Jurisprudence, and Practice Management (2 cr.)
- DHYG H307 Radiology Clinic III (1 cr.)
- DHYG H302 Clinical Practice III (5 cr.)
- DHYG H344 Senior Hygiene Seminar (1 cr.)
- DHYG H 347 Community Dental Hygiene (3 cr.)

Total (12 cr.)

Summer I

- DHYG H351 Advanced Clinical Procedures (2 cr.)
- DHYG H402 Practicum in Dental Hygiene (3 cr.)

Total (5 cr.)

Bachelor of Science in Dental Hygiene Completion Degree

Prior Credit: Associate of Science in Dental Hygiene Prerequisites (at least 35 credit hours)

Prior Credit: Associate of Science in Dental Hygiene Professional (62 credit hours)

General Education Courses (22 credit hours)

- MATH M100 Basic Mathematics (4 cr.)
- PBHL P201 Urban Public Health (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)
- PSY K300 Statistical Techniques (3 cr.)
- Cultural and Historical Elective (3 cr.)
- Arts and Humanities Electives (6 cr.)

Professional Education Courses (5 credit hours)

- DHYG H351 Adv. Dental Hygiene Education (2 cr.)
- DHYG H402 Practicum in Dental Hygiene (3 cr.)

Total Credits: 120 cr.

Students who do not enter the degree completion program with at least a total of 90 semester hours, but who have met all the other prerequisite qualifications, may need to take additional credit hours to accrue the minimum total college credit hours necessary to award the Bachelor of Science Degree in Dental Hygiene from IU Northwest.

Health Information Management Programs

Web site: www.iun.edu/health-information-management/

Phone: (219) 980-6899

Faculty

Margaret A. Skurka, M.S., RHIA, CCS, FAHIMA,
Professor of Health Information Management, Program Director

Linda Galocy, M.S., RHIA, Clinical Assistant
Professor and Clinical Coordinator of Health Information Technology

Dorinda Sattler, MJ, RHIA, CPHS, CPHRM, *Visiting Lecturer in HIM*

About the Health Information Management Programs

A career in health information management combines the disciplines of medicine, information management, computer technology, finance, and law within the health care industry.

HIM professionals bring unique skills to the healthcare industry. These skills include the ability to:

- Manage medical records and health information systems
- Enhance the quality and uses of data within the healthcare industry
- Summarize data into useful information
- Comply with standards and regulations regarding health information
- Protect the privacy and security of patient health information
- Ensure health information is complete and available to legitimate users
- Code health information for reimbursement and research.

Within the Department of Health Information Management, interested students can obtain an Associate of Science Degree in Health Information Technology or a Bachelor of Science degree in Health Information Administration. Upon completion of the AS or BS degree, the student is able to apply to write the RHIT or RHIA credentialing exam respectively. The registered health information technician (RHIT) performs a variety of technical health information functions, including the following: analyzing and technically evaluating health information for accuracy; compiling administrative and health statistics; coding diagnoses as well as procedures for reimbursement and databases; and creating disease registries for researchers. The registered health information administrator (RHIA) manages a variety of health information management functions, including the following: managing electronic health records, managing clinical workflow, improving the quality and uses of data, protecting the privacy and security of patient health information, and analyzing information for reimbursement and research.

Programs' Mission, Philosophy and Goals of the Health Information Management Programs.

Health Information Management Programs Mission

The mission of the Indiana University Northwest Health Information Management programs is to fully prepare students to fulfill the roles of competent and ethical health information practitioners in the 21st century. Students will be prepared to manage health information and informatics in order to advance professional practice and standards.

HIM Programs Philosophy

The belief in the need for better educational opportunities in the changing health care profession of Health Information Management is realized through our commitment to the higher education of health information professionals in the community.

With this rapidly changing profession, there comes a need for a constant review and revision of the Programs to meet these changes. We believe this need can be met through the utilization of a dedicated Program faculty and clinical faculty. With strong faith in these professionals, we set forth the following goals for the Programs in Health Information Management.

1. To prepare competent entry-level health information technicians and administrators in the cognitive

(knowledge), psychomotor (skills), and affective (behavior) learning domains.

2. To provide educational experiences designed to prepare students to achieve the curricular competencies for Registered Health Information Technicians and Registered Health Information Administrators as described by the American Health Information Management Association (<http://www.ahima.org/certification/default.aspx>) and for entering a career as a health information professional.
3. To provide concentrated professional practice experiences by a rotation schedule through the hospitals, other health care related institutions, and other HIM-related businesses in the community.
4. To provide the healthcare community with individuals qualified to effectively carry out the functions of the health information management discipline.
5. To contribute to the liberal education of the students by providing a core of general education courses.
6. To qualify students for progression to a higher degree in health information management or a related field, for the AS graduate or to graduate education for the BS graduate.
7. To assist students in reaching their goals by providing academic, occupational, and personal guidance.
8. To prepare the student to successfully write the national certification examination of the American Health Information Management Association (AHIMA) for certification as a Registered Health Information Technician (RHIT) or Registered Health Information Administrator (RHIA).
9. To prepare the students for effective citizenship, students are provided opportunities to become active citizens, promoting the exercise of human and civil rights, and an appreciation for diversity.
10. To be prepared to use ethical practices, students are provided opportunities to gain knowledge and engage in activities that enable them to develop awareness and concern for how their actions affect other people.

Associate of Science Degree Program

About Health Information Technology

The health information technician is a professional skilled in the clinical data analysis, reporting of health care data and provision of clinical data support to health care information systems operations.

The graduate health information technician generally works in the health information department of a hospital or corporate healthcare facility headquarters, ambulatory care facility, or other type of health care facility. Some of the functions are supervising within the health information department; compliance and risk management functions, coordinating flow of health information to all departments of the hospital; compiling statistics; analyzing health record data for electronic completeness and accuracy; coding and classifying diagnoses and procedures that impact facility reimbursement; assigning diagnosis-related groups (DRGs) or ambulatory payment classifications (APCs); operating a cancer registry; functioning as a

privacy officer for the facility; preparing special studies and tabulating data for research; performing quality management and utilization management activities, and other performance improvement activities, and acting as an electronic health record coordinator assisting with system implementations and workflow operations.

Graduates are eligible to apply to write the American Health Information Management Association National certification exam. Upon passing this exam, they may use the initials RHIT, Registered Health Information Technician.

Educational Program Length of the Program

The Health Information Technology Program is two years in length if the student attends on a full-time basis. Opportunities are available for progression through the program on a part-time basis.

Structure of the Professional Program

Health Information Technology core courses are offered primarily during the day.

Design of the Professional Curriculum

Students accepted into the Health Information Technology Program typically begin the course of study in the fall semester. The curriculum consists of general-education courses, technical courses in health information technology, and clinical experience in health care facilities.

Location of Clinical Sites

The program utilizes most hospitals in NW IN, Indiana; Additional nonacute care facilities throughout the area are also utilized. The student is responsible for his/her own transportation to these clinical sites.

Additional Cost

In addition to regular university fees, students are responsible for the cost of a physical examination, PPO test, and completion of a criminal history background check before attending clinical sites. They are also responsible for any travel expenses incurred as part of the clinical experience.

Opportunity for Students to Work

Many students accept part-time employment in local health care facilities while completing the professional course work.

Program Facilities

The Health Information Technology Program offices and classrooms are located in the Dunes Medical building at IU Northwest.

Accreditation

The Health Information Technology Program of IU Northwest is fully accredited by the Commission on Accreditation for Health Informatics and Information Management Education.

Memberships

Students in the Health Information Management Technology program are strongly encouraged to join the American Health Information Management Association (AHIMA). Faculty frequently require students to access the AHIMA site in various courses. In addition, there are many member benefits that the AHIMA offers. A student member receives a discount when applying to sit for the RHIT exam. For more information about Health

Information Management, a prospective student may visit <http://www.hicareers.com/>.

Admission

Admission to the program is competitive; therefore, completion of the corequisites does not guarantee admission to the program.

Criteria Used for Selection of Class

Students may apply for admission to the Health Information Technology Program after qualifying for regular admission to Indiana University. Admission to the program is based upon each applicant's high school and / or college grade point average, SAT scores, and a personal interview.

Class Size

24 students each fall semester.

Specific Requirements

In addition to the College of Health and Human Services admission policies and procedures found at the beginning of the bulletin, the following admission policies apply to the Health Information Technology Program at IU Northwest.

Application Deadline

April 1 of the year of anticipated entry.

Total Number of Prerequisite Credit Hours

This is a direct high school entry program. It is possible to begin this program after high school.

Minimum Cumulative Grade Point Average

C (2.0 on a 4.0 scale). Grades from remedial courses are not figured into the cumulative grade point average.

Distribution of Credit Hours in Specific Areas

Students must complete 22 credit hours in liberal arts as part of the degree requirements.

Limitations of Course Work

Remedial courses may not be counted as credit hours toward a degree. Courses completed in the former Division of General and Technical Studies do not count toward a degree.

Minimum Specific Grade Point Average

The program computes a selected course grade point average based on courses the student may have taken that are required by the program. Grades from remedial course are not included.

Interview

All qualified applicants must participate in an interview.

Essential Abilities

Students must meet the list of essential abilities (technical standards) for admission to the program. The list of essential abilities is mailed to all program applicants.

Curriculum

Health Information Technology Curriculum (60 cr.)

Fall Semester

- ENG W131* Elementary Composition I (3 cr.)
- PHSL P261 Human Anatomy & Physiology I (4 cr.)
- HIM M195* Medical Terminology (3 cr.)
- CSCI A106 Introduction to Computers (3 cr.)
- HIM M100* Introduction to Health Care Delivery and Health Information Management (2 cr.)

Total (15 cr.)

Spring Semester

- PHSL P262 Human Anatomy & Physiology II (4 cr.)
- HIM M101* Introduction to Health Records (3 cr.)
- HIM M107* Computer Applications in Health Information Technology (3 cr.)
- MATH M100 Basic Mathematics (4 cr.)

Total (14 cr.)

Summer Session I

- HIM M102* Professional Practice Experience I (2 cr.)

Fall Semester

- HIM M201* Coding and Classification Systems (3 cr.)
- HIM M202* Professional Practice Experience II (3 cr.)
- HIM M245* Health Record Law (2 cr.)
- HIM M205* Pathology (3 cr.)
- HIM M193* CPT Coding (2 cr.)
- HIM M208* Coding Lab (2 cr.)

Total (15 cr.)

Spring Semester

- HIM M200* Management in Health Information Technology (2 cr.)
- HIM M203* Health Care Delivery & Quality Management (3 cr.)
- HIM M204* Professional Practice Experience III (2 cr.)
- SPCH S121 Public Speaking (3 cr.)
- HIM M206* Reimbursement Principles in Healthcare (2 cr.)

Total (12 cr.)

*Professional core course: A grade of C (2.0) or higher is required in order to take professional core courses that occur later in the course sequence for this major.

Bachelor of Science - Health Information Administration

The B.S. degree in Health Information Administration prepares students to function in a leadership capacity in a variety of healthcare organizations. Students are prepared to manage the electronic health record working with physicians, nurses, and allied health professionals to ensure proper workflow and quality of documentation within the medical records. Professionals can perform the job functions of electronic health record trainer, support analyst, and work along IT experts to ensure

proper support and build of systems. HIA professionals are poised to work with data quality experts to ensure accurate collection and presentation of data, manage revenue cycle processes within healthcare organizations, function as a privacy officer, and often direct the functions of a Health Information Management Department.

Educational Program

Length of the Program

The Health Information Administration program is four years in length if the student attends on a full-time basis and does not have a prior degree in Health Information Technology. For a current HIT professional it could take two to two and half years to complete the HIA professional program courses. Opportunities are available for progression through the program on a part-time basis.

Structure of the professional program

A student accepted into the Health Information Administration program, with no prior degree in Health Information Technology, will be required to take all Health Information Technology program courses which are offered primarily during the day. Once a student progresses to 300 and 400 level professional courses all are offered online only.

Design of the Professional Curriculum

Students accepted into the Health Information Administration Program typically begin the course of study in the fall semester. The curriculum consists of general-education courses, technical courses in health information technology, and clinical experience in health care facilities at a location convenient for the student. For those students who already hold a prior degree in Health Information Technology, those students can begin the program anytime in the fall or spring semesters.

Location of Clinical Sites

The program generally utilizes all hospitals within the counties that Indiana University Northwest serves. For distance students, not living within these areas, appropriate arrangements can be made with the program Clinical Coordinator to accommodate a clinical placement at a facility convenient to their home or work. Additional nonacute care facilities can also be utilized. The student is responsible for his/her own transportation to these clinical sites.

Additional Cost

In addition to regular university fees, students are responsible for the cost of a physical examination, a PPD test, and completion of a criminal history background check before attending clinical sites. They are also responsible for any travel expenses incurred as part of the clinical experience.

Opportunity for Students to Work

Many students accept part-time employment in local health care facilities while completing the professional course work.

Program Facilities

The Health Information Management Program offices and classrooms are located in the Dunes Medical building at IU Northwest.

Accreditation

The Health Information Administration Program of IU Northwest is in candidacy status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Memberships

Students in the Health Information Administration program are strongly encouraged to join the American Health Information Management Association (AHIMA). Faculty frequently require students to access the AHIMA site in various courses. In addition, there are many member benefits that the AHIMA offers. A student member can also obtain a discount when applying to sit for the RHIA exam. For more information about Health Information Management, a prospective student may visit <http://www.hicareers.com>.

Admission

Admission to the program is competitive; therefore, completion of the corequisites does not guarantee admission to the program.

Criteria Used for Selection of Class

Students may apply for admission to the Health Information Administration Program after qualifying for regular admission to Indiana University Northwest. Admission to the program is based upon each applicant's high school and / or college grade point average, SAT scores, and a personal interview.

Class Size

Varies

Specific Requirements

In addition to the College of Health and Human Services admission policies and procedures found at the beginning of the bulletin, the following admission policies apply to the Health Information Management Programs at IU Northwest.

Application Deadline

April 1 of the year of anticipated entry.

Total Number of Prerequisite Credit Hours

This is a direct high school entry program.

Minimum Cumulative Grade Point Average

C (2.0 on a 4.0 scale). Grades from remedial courses are not figured into the cumulative grade point average.

Distribution of Credit Hours in Specific Areas

Students must complete 57 credit hours in various general education courses as part of the degree requirements.

Limitations of Course Work

Remedial courses may not be counted as credit hours toward a degree.

Minimum Specific Grade Point Average

The program computes a selected course grade point average based on courses the student may have taken that are required by the program. Grades from remedial courses are not included.

Interview

All qualified applicants must participate in an interview.

Essential Abilities

See College of Health and Human Services Essential Abilities policy.

Curriculum

If a student already holds an AS in Health Information Technology it is not necessary to repeat coursework from the Health Information Technology program.

Fall Semester – Year 1

- ENG W131 Elementary Composition I (3 cr.)
- PHSL P261 Human Anatomy & Physiology I (4 cr.)
- HIM M195* Medical Terminology (3 cr.)
- CSCI A106 Introduction to Computers (3 cr.)
- PSY P101 Introductory Psychology I (3 cr.)

Total 16 cr.

Spring Semester – Year 1

- PHSL P262 Human Anatomy & Physiology II (4 cr.)
- MATH M100 Basic Mathematics (4 cr.)
- CSCI C106 Intro to Comp. Systems (3 cr.)
- SOC S161 Principles of Sociology (3 cr.)

Total 14 cr.

Fall Semester – Year 2

- HIM M100* Introduction to Health Care Delivery and Health Information Management (2 cr.)
- SPCH S121 Public Speaking (3 cr.)
- HIM M205* Pathology (P: P261 & P262) (3 cr.)
- Cult and Hist Elective (3 cr.)
- CSCI A213 Database Applications (3 cr.)

Total 14 cr.

Spring Semester – Year 2

- Arts & Hum elective (3 cr.)
- Cult & Hist elective (3 cr.)
- HIM M101* Introduction to Health Records (3 cr.)
- HIM M107* Computer Applications in Health Information Technology (3 cr.)

- PSY K300 Statistical Analysis in Psychology (3 cr.)

Total 15 cr.

Fall Semester – Year 3

- HIM M201* ICD Coding and Classification Systems (3 cr.)
- HIM M193* CPT Coding (2 cr.)
- HIM M208 Coding Lab (2 cr.)
- HIM M245* Health Record Law (2 cr.)
- HIM M202* PPE (A special PPE would be created for the non-RHIT) (2 cr.)
- BUS A201 Intro to Fin. Acctg. (3 cr.)

Total 14 cr.

Spring Semester – Year 3

- HIM M203* Health Care Delivery & Quality Assessment (3 cr.)
- HIM M204* PPE for the non-RHIT (2 cr.)
- HIM M200* Management in Health Information Technology (2 cr.)
- HIM M206* Reimbursement Principles in Health Care (2 cr.)
- ENG W231 Prof Writing Skills (3 cr.)
- Arts & Hum elective (3 cr.)

Total 15 cr.

Fall Semester – Year 4

- BUS Z302 Organizational Behavior & Leadership (3 cr.)
- HIM M301* Health Quality and Information Management (3 cr.)
- HIM M402* Health Finance and Budgeting for HIM (3 cr.)
- HIM M401* Healthcare Data Management in HIM (3 cr.)
- HIM M410* Computer Systems in Healthcare and HIM (3 cr.)

Total 15 cr.

Spring Semester – Year 4

- HIM M302* Health Record Law II and Ethics (3 cr.)
- HIM M403* Organization and Management of HIM (3 cr.)
- HIM M404* Research Principles for HIM (3 cr.)
- HIM M415* Capstone (1-4 cr.)

Total 13 cr.

Summer I – Year 4

- HIM M459* Affiliation Experience (4 cr.)

TOTAL 120 cr.

*Professional core course: A grade of C (2.0) or higher is required in order to take professional core courses that occur later in the course sequence for this major.

School of Nursing Administrator

Linda Delunas, Ph.D., R.N., C.N.E., Professor of Nursing and Director

Web site: www.iun.edu/nursing/

Phone: (219) 980-6600

About the School of Nursing

The School of Nursing offers the Bachelor of Science in Nursing. In addition to the traditional option, there are two mobility options. First, the B.A./B.S. Mobility Option is an 18-month, full-time program, designed for individuals who have earned a bachelor's degree in a non-nursing field and have decided on a career in nursing. Additionally, we offer the RN to BSN Mobility Option for Registered Nurses wishing to complete their bachelor's degree. In this option, all nursing courses are online and, after the completion of any remaining general education courses, can be completed in as little as 12 months of full-time study.

Mission

The School of Nursing recognizes and embraces its urban identity and the diversity of all of its stakeholders.

The School contributes to the mission of IU Northwest of fostering health and human dignity, by educating professional nurses and developing collaborative partnerships among the health science professions and the surrounding communities. Our focus is on delivering a student-centered education that prepares our graduates for evidence-based nursing practice that contributes to the health and well being of individuals, families, and the communities we serve.

Value Statement

The IU Northwest School of Nursing values a culture of healthcare quality and safety, and embraces excellence in patient-, family-, community-, and population-centered care, evidence-based practice, collaborative partnerships, teamwork, and professional integrity.

Code of Ethics for Nurses

Students who are preparing to enter the profession of nursing are expected to follow the *Code of Ethics for Nurses*. Each person, upon entering the profession, inherits a measure of responsibility and trust in the profession and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession. The code was adopted by the American Nurses' Association in 1950 and revised in 1960, 1968, 1976, and, most recently, 2001.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Accreditation

The Bachelor of Science in Nursing degree program is accredited by the Indiana State Board of Nursing, and the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Rd. NE Suite 850, Atlanta, GA, 30326, phone: (404) 975-5000.

Memberships

The School of Nursing is an agency member of the National League for Nursing and the American Association of Colleges of Nursing.

Alumni Association

The School of Nursing Alumni Association is a constituent member of the Alumni Association of the university with representation on its executive council.

Sigma Theta Tau International

The Alpha Chapter of the international honor society of nursing was organized at Indiana University. Students may be admitted to membership when they have demonstrated excellence in their nursing programs and have shown superior academic and personal records. Qualified members of the nursing profession, upon demonstration of marked achievement in nursing, are also eligible for membership. Leadership, research, and scholarship constitute the purposes of Sigma Theta Tau.

Student Nurses' Association

Undergraduate students are eligible for membership in the National Student Nurses' Association, Indiana Association of Nursing Students, and IU Northwest's local chapter. The chief purpose of the organization is to aid in the

preparation of students for the assumption of professional responsibilities.

Admission Requirements National Background Check Policy

Most of the clinical sites where Indiana University Northwest School of Nursing students complete their hands-on clinical experiences (such as hospitals, clinics, and other agencies) require a national criminal background check before students can be placed in their organization. Based on the requirements of these agencies, as well as state and federal regulations, all students in the School of Nursing must undergo a national background check prior to admission and annually thereafter (more information will be given on admission).

The background check includes the following: residency history for the past year and county/counties of residence criminal records. The results of a student's background check may impact his or her admission status in the School of Nursing, preclude students from attending clinical, and/or affect ability to obtain licensure as a registered nurse (RN) in the state of Indiana and other states.

Per the School of Nursing's clinical affiliation agreements, all background checks that are other than negative will be sent to the student's clinical agency/agencies for review. If a clinical agency refuses to allow a student to participate in a clinical at the agency, the student may not be allowed to progress in the nursing program.

If an incident occurs that would change your background check, you are required to notify the School of Nursing immediately. You may be required to pay for a background re-check.

Failure to adhere to the above policy will result in dismissal from the program. The student will not be able to re-register until this requirement is met. The student will be responsible for any late registration fees incurred. If clinical time is missed, the student is subject to the clinical absence policy.

Health Requirements

All nursing students at IU Northwest must show proof that they have met the immunization, physical examination, and laboratory examination requirements of hospitals and other health agencies used for clinical experiences, as well as health care provider CPR certification. Specific instructions will be distributed prior to clinical assignment. Failure to meet those health requirements will make the student ineligible for clinical classes. Annual OSHA training related to blood-borne pathogens is required of all students. Students will be notified of training dates and times. The School of Nursing faculty and administrators strongly encourage students to carry personal health insurance. The school will not be liable for any health problems requiring medical treatment for students enrolled in programs.

Drug Screen Policy

Some clinical sites require a drug screen. In addition, faculty reserve the right to require a drug screen, at the student's expense, if the situation warrants. Failure to comply immediately will result in dismissal from the nursing program.

Dress Code

Nursing students wear the designated uniform of the school. All students wear the designated photo identification badge. For experience in community nursing, all students wear the uniform designated by agency policy. Students not appropriately attired may be asked to leave the clinical area by their instructor. Such an occurrence constitutes an absence.

Application Ineligibility

A student shall be ineligible for the nursing program if, by the second completed attempt, he/she fails to earn a minimum grade of C (2.0) in any required general-education course. Students may repeat no more than three required general-education courses. Of the three courses, no more than two sciences may be repeated. A pattern of course withdrawals may reduce the student's chances of admission to the undergraduate nursing program. Students must meet minimum cumulative and pre-nursing GPA requirements.

Eligibility for Licensure

Any person who makes application for examination and registration as a registered nurse in the state of Indiana shall submit to the Indiana State Board of Nursing at the Indiana Professional Licensing Agency written evidence, verified by oath, that he/she

- has completed an approved high school course of study or the equivalent as approved by the appropriate educational agency;
- has completed the prescribed curriculum in a state-accredited school of nursing and holds a diploma or certificate there from; and
- has not been convicted of any act that would constitute a ground for disciplinary sanction under the state board rules and regulations or of any felony that has direct bearing on the individual's ability to practice competently. (*Note:* Convictions include the possession and use of drugs or controlled substances.) Most states, including Indiana, require a national criminal background check.

Rules and regulations governing licensing in Indiana are available from the Indiana State Board of Nursing.

International students and graduates of schools of nursing that are outside the United States must meet the requirements of the Indiana State Board of Nursing for eligibility to sit for the licensing examination.

Application for National Council Licensure Examination (NCLEX)

The School of Nursing will make available the necessary forms to take the examination in Indiana. Those students taking the examination in other states are responsible for obtaining the appropriate forms from those states. It is the student's responsibility to complete the application process and meet the mailing and payment deadlines for taking the NCLEX (state board examination for licensure).

School of Nursing Dean's List

Full-time undergraduate students in the School of Nursing will be placed on the School of Nursing Dean's List each semester that they receive a GPA of 3.5 or above.

Part-time students will be honored after they have had consecutive fall and spring semesters (during the same academic year) on a part-time basis and they have accumulated 12 credit hours or more.

Repeating Courses

See School of Nursing Policy on repeat of Nursing courses.

About the Bachelor of Science in Nursing Philosophy

Baccalaureate nursing education provides a broad foundation in the sciences and liberal arts necessary for preparing professional nurses who are capable of practicing in a competent and responsible fashion as informed citizens in a global society. Graduates of the baccalaureate nursing program are expected to embody the professional identity of the nurse and to demonstrate competencies consistent with being a critical thinker; a culturally sensitive individual; a knowledgeable care coordinator who embraces and uses technology effectively; an effective communicator; an accountable leader and manager who understands the regulatory environments that affect professional nursing; and a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse care environments. Baccalaureate graduates partner with individuals, families, communities, and populations in attaining mutually established health goals and in facilitating their highest level of functioning and the maximization of their health potential. Baccalaureate nursing education must prepare graduates to be in the forefront of patient care quality and safety and to design and develop more efficient approaches to the delivery of health care services as full partners on the healthcare team.

Bachelor of Science in Nursing Program Outcomes

1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.
2. A culturally sensitive individual who provides holistic individual-, family-, community-, and population-centered nursing care.
3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.
6. An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.

8. An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Admission Policies

Three categories of students are admitted to the baccalaureate program:

- Basic or traditional baccalaureate students pursuing initial preparation for nursing
- B.A./B.S. to B.S.N. (students who hold a bachelor's degree in fields other than nursing)
- RN to B.S.N. (students who hold an associate's degree or diploma in nursing and who hold a valid nursing license)

Admission Procedure

1. Admission to Indiana University as a degree-seeking student.
2. Completion of 26-28 credit hours of prerequisite courses (including those listed below) with a grade of C (2.0) or above in each course by the second completed attempt and prior to fall semester admission. Students may repeat no more than three (3) required B.S.N. general-education courses. Of the three (3) courses, no more than two (2) sciences may be repeated.
 - W131 English Composition
 - P261/P262 Anatomy & Physiology I and II
 - P101 or P102 Introduction to Psychology
 - S161 Principles of Sociology
 - M100 Elementary Algebra (or a higher level math course, excluding M110)
 - C110 The Chemistry of Life
3. Submission of the Application for Admission to the Baccalaureate Nursing Major by April 1 for fall semester (traditional) and January 1 for Summer (BA/BS to BSN). Applications for the RN-BSN option may be submitted summer, spring, or fall. Applications are obtained from the School of Nursing website. **STUDENTS MUST MEET WITH A NURSING ADVISOR PRIOR TO APPLICATION.**
4. Achieve a minimum 2.5 cumulative grade point average and a minimum 2.7 pre-nursing grade point average. The cumulative grade point average (GPA) will be calculated according to the Indiana University Policy for FX Grading Option regardless of when the course was taken. The nursing GPA is calculated on all required courses for the nursing program. Students may exercise the grade replacement policy for a limit of three general education courses not to exceed 10 credit hours.
5. Return of the signed acceptance letter by the date indicated on the offer of admission.
6. Submission of an official transcript to the School of Nursing for all work being transferred from another university. To obtain an official transcript, the student must request an official transcript from the other institution(s) to be forwarded to the Office of Admissions, IU Northwest, for evaluation.

Applicants meeting the above criteria will be placed in rank order from high to low based upon the pre-nursing grade point average in the required prerequisite courses. The traditional baccalaureate curriculum has one year of prerequisite courses followed by three years of nursing and other general education courses. Nursing courses are open only to students who have been admitted into the nursing program. Prerequisite courses may be taken at any of the Indiana University campuses or may be accepted as transfer credits from other accredited institutions.

Admission to the baccalaureate nursing major is highly selective and competitive.

Application and admission are valid only for the semester designated.

Direct all inquiries concerning the School of Nursing, advising, and application to the program to the Coordinator of Student Services, School of Nursing, 3400 Broadway, Gary, IN 46408. Phone: (219) 980-6611.

B.A./B.S. to B.S.N. Mobility Option for Graduates of a Bachelor's Degree Program in a Nonnursing Field

Admission to the B.A./B.S. to B.S.N. Mobility Option is competitive. Candidates for admission will have previously earned a bachelor's degree in a nonnursing field with a graduation GPA of 2.5 or higher, have an IU GPA of 2.5, and a 3.0 on a 4.0 scale for all general-education course work counting toward the B.S.N. degree. All general education requirements must be met prior to program admission. Application to Nursing is due January 1.

STUDENTS MUST MEET WITH A NURSING ADVISOR PRIOR TO APPLICATION.

R.N. to B.S.N. Mobility Option for Graduates of an Associate of Science Degree or Diploma Program

Students wishing to be admitted to the RN to BSN Mobility Option must be Registered Nurses with an unencumbered license in the state in which you are practicing and/or plan to meet your clinical requirements, and have a graduation GPA of 2.5 from their Associate Degree or Diploma Program. Also, all general education requirements should be met before admission to this option. Students may apply for admission in summer, spring, or fall.

Academic Policies

Academic Standing/Progression Standards Students Admitted to the Nursing Major

The following policies apply to all students admitted to the baccalaureate major in the School of Nursing.

Good Standing

Students who maintain a C (2.0) or higher average in all courses, a grade of C (2.0) or higher in all courses required for the degree, and a grade of S in clinical nursing courses will be in good academic standing.

Academic Probation

A student will be placed on probation when any of the following conditions exist:

1. Cumulative grade point average is below 2.0.
2. Semester grade point average is below 2.0.
3. A grade below C has been earned in a required course.

Academic probation will be removed after the semester when the following conditions exist:

1. Cumulative grade point average is 2.0 or higher.
2. Semester average is 2.0 or higher.
3. A grade of C or above has been earned in the required course(s).
4. Remedial course work, if required, has been completed, and/or specified conditions have been met.

Dismissal

A student may be dismissed from the School when, in the judgment of the faculty, there is lack of progress toward the degree. Evidence of lack of progress consists of one or more of the following, but is not limited to:

1. Failure to attain a cumulative grade point average of 2.0 in two semesters.
2. Failure to attain a grade of C (2.0) or above for didactic or S for clinical upon repeating a nursing course.
3. Failure to attain a grade of C (2.0) or above in two or more nursing courses.
4. Failure to meet probationary stipulations in the semester following the assignment of probation.
5. Failure to achieve a grade of C (2.0) or above in any required general education course upon the second attempt.
6. A pattern of withdrawal from nursing courses. See School of Nursing withdrawal policy.
7. Falsification of records or reports, plagiarism, or cheating on an examination, quiz, or any other assignment; violation of patient/ client confidentiality resulting in denial of access to a clinical facility.

A student may be dismissed from the School of Nursing without being placed on probation when any of the above conditions exist.

The faculty reserves the right to require the withdrawal of any student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation for professional nursing. Dismissal is subject to the appeal process. The student can initiate the appeal through a letter sent to the coordinator of Student Services, who will forward it to the faculty.

Reentry

Failure to register in each sequential semester, excluding summer sessions, constitutes an interruption in the student's program. Students who have so interrupted their programs are required to submit written request of intent to reenter the program to the academic advisor. All requests for reentry will be evaluated on the basis of available resources. Students who reenter must adhere to the academic policies in effect at the time of reentry. Reentry of students who have interrupted their study, for any reason, is not guaranteed. Reentry may require validation of skill competency.

Graduation/Degree Requirements

Prospective students should study the requirements for admission to the School of Nursing, the specific curriculum requirements and sequences, and requirements for the degree. Students are responsible for meeting degree requirements and for making application for the degree. The deadlines for filing the application for a degree are

September 1 for December and May graduation. The School of Nursing is not responsible for certifying students for the degree if they do not file the application.

All candidates for the Bachelor of Science in Nursing degree must fulfill the following requirements:

1. Satisfactory completion of a minimum of 120 credit hours that apply to the degree.
2. Minimum cumulative grade point average of 2.0.
3. Minimum of a C (2.0) in each required course or equivalent. A C- is less than minimum.
4. Completion of the nursing major within six years of the first enrollment.
5. Residency requirements.

S/F Grades for Clinical Nursing Courses

A student must receive a grade of S (satisfactory) in each clinical nursing course. Failure to receive a grade of S constitutes failure. An S indicates a grade of A, B, or C (2.0). Faculty evaluate the quality of clinical performance by standards listed in course syllabi.

Repeat of Nursing Courses

A student who receives less than a C (2.0) in a nursing didactic course or less than an S in a clinical course may be permitted to repeat the course. A student will receive no more than two opportunities to successfully complete a given nursing course. Failure to receive a C (2.0) upon repeating a nursing course or failure in two or more nursing didactic or clinical nursing courses will result in dismissal.

Repeat of Required General Education Courses

To qualify for admission and progression, a student must earn a grade of C (2.0) or higher in all required general-education courses (C- is not acceptable) by the second completed attempt. Students may repeat no more than three (3) required B.S.N. general- education courses. Of the three (3) courses, no more than two (2) sciences may be repeated.

Pass/Fail Option

A maximum of 6 elective credit hours taken under this option may be applied to the B.S.N. degree. Required prerequisite courses may not be taken under this option.

Independent Study Courses

Required and elective courses for the nursing major, except public speaking, currently available as independent study at Indiana University may be taken for credit. Some courses, however, may not meet degree requirements. Students must contact the Coordinator of Nursing Student Services before enrollment. Nursing majors are required to have the academic advisor's signature for all independent study courses. Final examinations in all independent study courses must be completed no later than three weeks prior to the expected graduation date.

Courses Excluded from the Degree

Credits earned in remedial courses do not apply to the B.S.N. degree. Credits from courses that have been repeated may be counted only one time to meet the credit hour requirement for the degree. The second completed attempt will be counted toward the GPA.

Withdrawal from a Nursing Course

If a student withdraws from a didactic course, withdrawal from the co-requisite clinical course is required.

Seven-Year Limit

Anatomy and Physiology I and II, Microbiology, Chemistry, Statistics, and Life Span Development have a seven year age limit. Students may opt to (1) take the course again or (2) challenge the course by examination.

B.S.N. Curriculum Plans

General Education Requirements for the Bachelor of Science in Nursing (B.S.N.) (Applicable to Traditional Students Only)

The general education courses for the B.S.N. have been divided into six clusters. Some courses within the cluster may be required while others may be selected from a specific list of courses.

Cluster I Mathematical/Physical/Life Sciences (26 credit hours required)

- PHSL P130 Human Biology (4 cr.)
- PHSL P261 Human Anatomy and Physiology I (4 cr.)
- PHSL P262 Human Anatomy and Physiology II (4 cr.)
- CHEM C110 The Chemistry of Life (3 cr.)
- MATH M100 (4 cr.)
- BIOL M200 Microorganisms in Nature and Disease (4 cr.)
- PSY K300 Statistics (3 cr.)

Cluster II Communication (9 credit hours required)

- ENG W131 Elementary Composition (3 cr.)
- SPCH S121 Public Speaking (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)

Cluster III Cultural and Historical Studies (6 credit hours required).

A list of courses meeting this requirement is available on request.

Cluster IV Social and Behavioral Sciences (6 credit hours required)

- SOC S161 Principles of Sociology (3 cr.)
- Select one of the following (3 cr.)
 - PSY P101 Introductory Psychology I
 - PSY P102 Introductory Psychology II

Cluster V Arts and Humanities (6 credit hours required)

- PHIL P393 Biomedical Ethics (3 cr.)
- A literature course (3 cr.)

Curriculum Plan for Traditional B.S.N. Students (sample plan only)

Freshman Year

Semester one

- PHSL P130 Human Biology (4 cr.)
- SPCH S121 Public Speaking (3 cr.)
- ENG W131 Elementary Composition (3 cr.)
- SOC S161 Principles of Sociology (3 cr.)
- Literature Course (3 cr.)

Semester two

- PHSL P262 Human Anatomy and Physiology I (4 cr.)
- PSY P101 or P102 Introductory Psychology (3 cr.)
- MATH M100 (4 cr.)
- CHEM C110 The Chemistry of Life (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)

Sophomore Year

Summer

- NURS A190 Learning Strategies in Nursing (1 cr.)
- PHSL P262 Human Anatomy and Physiology II (4 cr.)

Semester three

- BIOL M200 Microorganisms in Nature and Disease (4 cr.)
- NURS B220 Professional Nursing and Healthcare (4 cr.)
- NURS B221 Introductory Clinical Practicum Experience in Nursing (1 cr.)
- NURS B230 Developmental Issues and Health (4 cr.)
- NURS B234 Promoting Healthy Populations (3 cr.)

Semester four

- PSY K300 Statistics (3 cr.)
- NURS B248 Science and Technology of Nursing (4 cr.)
- NURS B249 Science and Technology of Nursing Practicum (3 cr.)
- NURS B261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.)

Junior Year

Semester five (Option 1)

- NURS H372 Mental Health Concepts across the Lifespan (3 cr.)
- NURS H373 Mental Health Concepts across the Lifespan Practicum (1 cr.)
- NURS H380 Health Concepts across the Lifespan I (3 cr.)
- NURS H381 Health Concepts across the Lifespan I Practicum (2 cr.)
- NURS R375 Nursing Research and Evidence-based Practice (3 cr.)

Semester five (Option 2)

- NURS H368 Nursing Care of Childbearing Families (3 cr.)
- NURS H369 Nursing Care of Childbearing Families Practicum (1 cr.)
- NURS H380 Health Concepts across the Lifespan I (3 cr.)
- NURS H381 Health Concepts across the Lifespan I Practicum (2 cr.)
- NURS H350 Topics in Contemporary Nursing Practice (1 cr.)
- PHIL P393 Biomedical Ethics (3 cr.)

Semester six (Option 1)

- NURS H368 Nursing Care of Childbearing Families (3 cr.)
- NURS H369 Nursing Care of Childbearing Families Practicum (1 cr.)
- NURS H390 Health Concepts across the Lifespan II (3 cr.)
- NURS H391 Health Concepts across the Lifespan II Practicum (2 cr.)
- NURS H350 Topics in Contemporary Nursing Practice (1 cr.)
- PHIL P393 Biomedical Ethics (3 cr.)

Semester six (Option 2)

- NURS H372 Mental Health Concepts across the Lifespan (3 cr.)
- NURS H373 Mental Health Concepts across the Lifespan Practicum (1 cr.)
- NURS H390 Health Concepts across the Lifespan II (3 cr.)
- NURS H391 Health Concepts across the Lifespan II Practicum (2 cr.)
- NURS R375 Nursing Research and Evidence-based Practice (3 cr.)

Senior Year

Semester 7 (Option 1)

- NURS S430 Health Concepts across the Lifespan III (3 cr.)
- NURS S431 Health Concepts across the Lifespan III Practicum (2 cr.)
- NURS S483 Nursing Practice Capstone (4 cr.)
- Cultural/Historical Studies course (3 cr.)

Seventh Semester (Option 2)

- NURS S481 Nursing Management (3 cr.)
- NURS S482 Nursing Management Practicum (1 cr.)
- NURS S472 Health of the Community (3 cr.)
- NURS S473 Health of the Community Practicum (2 cr.)
- Cultural/Historical Studies course (3 cr.)

Semester 8 (Option 1)

- NURS S481 Nursing Management (3 cr.)
- NURS S482 Nursing Management Practicum (1 cr.)
- NURS S472 Health of the Community (3 cr.)
- NURS S473 Health of the Community Practicum (2 cr.)
- NURS S485 Professional Growth and Empowerment (3 cr.)

Semester 8 (Option 2)

- NURS S430 Health Concepts across the Lifespan III (3 cr.)
- NURS S431 Health Concepts across the Lifespan III Practicum (2 cr.)
- NURS S483 Nursing Practice Capstone (4 cr.)
- NURS S485 Professional Growth and Empowerment (3 cr.)

General-Education Requirements for the B.A./B.S. to B.S.N. Mobility Option

Cluster I Mathematical, Physical, and Life Sciences (26 credit hours required)

- PHSL P130 Human Biology (4 cr.)
- PHSL P261 Human Anatomy and Physiology I (4 cr.)
- PHSL P262 Human Anatomy and Physiology II (4 cr.)
- CHEM C110 The Chemistry of Life (3 cr.)
- BIOL M200 Microorganisms in Nature and Disease (4 cr.)
- PSY K300 Statistics (3 cr.)
- MATH M100 Basic Mathematics (4 cr.)

Cluster II Communication (9 credit hours required)

- ENG W131 Elementary Composition (3 cr.)
- ENG W231 Professional Writing Skills (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

Cluster III Cultural and Historical Studies (6 credit hours required)

- A list of courses meeting this requirement is available on request.

Cluster IV Social and Behavioral Sciences (9 credit hours required)

- SOC S161 Principles of Sociology
- PSY P101 or P102 Introductory Psychology
- EDUC P214 or PSY P216 Life Span Development

Cluster V Humanistic Appreciation (6 credit hours required)

- PHIL P393 Biomedical Ethics (3 cr.)
- A literature course (3 cr.)

Cluster VI Open Elective (2 credit hours required) if needed to total 120.

Consult the Coordinator of Student Services for advice.

Curriculum Plan for B.A. / B.S. to B.S.N. Mobility Option*Summer I*

- NURS B220 Professional Nursing and Healthcare (4 cr.)
- NURS B221 Introductory Clinical Practicum Experience in Nursing (1 cr.)
- NURS B234 Promoting Healthy Populations (3 cr.)

Summer II

- NURS B248 Science and Technology of Nursing (4 cr.)
- NURS B249 Science and Technology of Nursing Practicum (3 cr.)
- NURS B261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.)

Fall Semester (Option 1)

- NURS H372 Mental Health Concepts across the Lifespan (3 cr.)
- NURS H373 Mental Health Concepts across the Lifespan Practicum (1 cr.)

- NURS H380 Health Concepts across the Lifespan I (3 cr.)
- NURS H381 Health Concepts across the Lifespan I Practicum (2 cr.)
- NURS R375 Nursing Research and Evidence-based Practice (3 cr.)

Fall Semester (Option 2)

- NURS H368 Nursing Care of Childbearing Families (3 cr.)
- NURS H369 Nursing Care of Childbearing Families Practicum (1 cr.)
- NURS H380 Health Concepts across the Lifespan I (3 cr.)
- NURS H381 Health Concepts across the Lifespan I Practicum (2 cr.)
- NURS H350 Topics in Contemporary Nursing Practice (1 cr.)

Spring Semester (Option 1)

- NURS H368 Nursing Care of Childbearing Families (3 cr.)
- NURS H369 Nursing Care of Childbearing Families Practicum (1 cr.)
- NURS H390 Health Concepts across the Lifespan II (3 cr.)
- NURS H391 Health Concepts across the Lifespan II Practicum (2 cr.)
- NURS H350 Topics in Contemporary Nursing Practice (1 cr.)

Spring Semester (Option 2)

- NURS H372 Mental Health Concepts across the Lifespan (3 cr.)
- NURS H373 Mental Health Concepts across the Lifespan Practicum (1 cr.)
- NURS H390 Health Concepts across the Lifespan II (3 cr.)
- NURS H391 Health Concepts across the Lifespan II Practicum (2 cr.)
- NURS R375 Nursing Research and Evidence-based Practice (3 cr.)

Summer I

- NURS S472 Health of the Community (3 cr.)
- NURS S473 Health of the Community Practicum (2 cr.)

Summer II

- NURS S430 Health Concepts across the Lifespan III (3 cr.)
- NURS S431 Health Concepts across the Lifespan III Practicum (2 cr.)

Fall Semester

- NURS S481 Nursing Management (3 cr.)
- NURS S482 Nursing Management Practicum (1 cr.)
- NURS S483 Nursing Practice Capstone (4 cr.)
- NURS S485 Professional Growth and Empowerment (3 cr.)

General Education Requirements for the RN to BSN Mobility Option

Note: Some of the general education courses may not transfer in as our equivalent courses. However, we accept most general education courses taken for completion of the A.S.N. or Diploma as our equivalent for purposes of the B.S.N.

Cluster I Mathematical, Physical, and Life Sciences (26 credits required)

- Anatomy and Physiology I and II (e.g. P261/P262) or equivalent
- Microbiology (e.g., M200) or equivalent
- Mathematics (M100 or equivalent or higher math)
- Chemistry (C110 or organic) or equivalent
- M, P, and L Science electives (6 credits)

Cluster II Communication (9 credits required)

- English Composition (e.g., W131) or equivalent
- Advanced or Professional Writing (e.g., W231) or equivalent
- Public Speaking (e.g., S121) or equivalent

Cluster III Cultural and Historical Studies (6 credits required; request list of options from nursing advisor)

Cluster IV Social Competence (6 credits required)

- Introduction to Psychology
- Introduction to Sociology

Cluster V Arts and Humanities (6 credits required)

- Literature Course
- Arts and Humanities Elective

Cluster VI Open Elective (1 credit hour if needed)

Curriculum Plan for RN to BSN Mobility Option (Sample only; order of courses is somewhat flexible)

- *Semester 1—Term 1*
 - B331 Transition to Baccalaureate Nursing Practice (must be taken first)
 - B304 Health Policy
- *Semester 1—Term 2*
 - S475 Health of the Community: RN to BSN
 - H355 Data Analysis
- *Semester II—Term 1*
 - H365 Nursing Research
 - S474 Health Care Ethics
- *Semester II—Term 2*
 - S487 Nursing Management RN BSN
 - Nursing Elective (list available from nursing advisor)
- *Semester III—Term 1*
 - B404 Informatics
 - Nursing Elective (list available from nursing advisor)
- *Semester III—Term 2*
 - R470 Clinical Nursing Practice Capstone: RN to BSN

- Nursing Elective (list available from nursing advisor)
- Special credit for the remaining nursing courses leading to the BSN degree is awarded after completion of B331. A per-credit-hour, special-credit fee applies.

Minor in Public Health

The College of Health and Human Services, in collaboration with other schools and departments, offers courses leading to an interdisciplinary minor in Urban Public Health. This minor leads to a broad understanding of public health principles and their application in an urban context; exposure to issues such as environmental health and justice, public health preparedness, and healthcare structures and policy; as well as an understanding of the urban community in general. Students will be introduced to the roles and functions of public health science and practice.

Requirements (15 cr. hr.)

- PBHL P201 Introduction to Public Health in the Urban Environment (3 cr.)
- SPEA H322 Principles of Epidemiology (3 cr.)
- AFRO A206 The Urban Community (3 cr.)
- and 2 additional courses (6 credit hours) selected in consultation with a departmental advisor

School of Public and Environmental Affairs

Administrative Officer

Director

Web site: www.iun.edu/spea/

Phone: (219) 980-6695

About the School of Public and Environmental Affairs

The Trustees of Indiana University established the School of Public and Environmental Affairs (SPEA) as a statewide program of the university in January 1972.

The School of Public and Environmental Affairs at IU Northwest offers academic programs at the baccalaureate and master's degree levels for both IU Northwest students and for individuals presently working in public affairs, criminal justice, health services, human services, nonprofit organizations, or environmental affairs settings. The school also operates a unit designed to address a variety of public issues and problems, in particular those of northwest Indiana. SPEA conducts research on public problems, provides services to public agencies, and engages in educational programs designed to aid public officials and to inform the public on a variety of public issues.

Concentration Declaration

The student must declare a concentration prior to the beginning of the junior year for the baccalaureate degree and will be expected to meet the requirements for that concentration. The concentration selection may be changed at the beginning of any semester after that; however, the student is responsible for checking the concentration requirements and scheduled offerings when a concentration is changed late in a program.

Public Service Internship Program

The Public Service Internship Program involves participation by undergraduate students. Undergraduate students enroll in SPEA V380 Internship in Public Affairs or SPEA J380 Internship in Criminal Justice. Graduate students enroll in SPEA V585 Practicum in Public Affairs. Full-time assignment in a public service internship for one semester is acknowledged up to 6 credit hours. Internship credit is recommended for preservice undergraduate students. In the undergraduate program, a maximum of 15 credit hours is allowed for participation in off-campus experiences.

Internship possibilities are developed by the school and involve specific job descriptions from public and private agencies willing to involve students in significant professional activities in public and environmental affairs. The student has the option of identifying their own internship site; however, the site must be approved by the internship coordinator. In all cases, specific job details and descriptions of supervisory capacity of the agencies must be filed before credit may be arranged. No off-campus experiences are approved for credit unless the necessary information is filed and approved before the assignment begins. It is recommended the approval process be complete prior to the internship semester. Information can be obtained from the School of Public and Environmental Affairs at IU Northwest.

While the internship program is intended for students enrolled in the School of Public and Environmental Affairs, students in related disciplines who have an interest in the public sector and meet eligibility requirements may be considered for admission on a provisional basis.

Undergraduate Programs

Bachelor Degrees Degree Policies

The School of Public and Environmental Affairs offers three Bachelor of Science degree programs. The degrees are the Bachelor of Science in Criminal Justice, Bachelor of Science in Health Services Management and the Bachelor of Science in Public Affairs with concentrations in Criminal Justice, Management, Health Services Administration, Environmental Policy and Public Affairs Specialized.

1. A minimum of 120 credit hours distributed to meet degree requirements with a cumulative grade point average of 2.0 for all course work completed is required.
2. A grade point average of at least 2.3 in SPEA core and concentration courses is required.
3. No more than 90 credit hours of transfer credit from another accredited institution may be applied toward the bachelor degree.
4. With permission of the School of Public and Environmental Affairs, credit earned through an accredited on-line program and/or by special credit examination may be applied toward the bachelor degree.
5. Courses taken on the Pass/Fail option can only be applied as electives in meeting degree requirements. In no case can more than eight Pass/Fail courses be used in meeting degree requirements.

6. Credit work for this degree can be completed at any campus of Indiana University.
7. Candidates for degrees must file an application for graduation with the SPEA recorder in accordance with specific campus graduation procedure where the degree is being awarded. Application should be filled at least six weeks prior to the conferring of degrees.

Second Bachelor's Degree

A student who already has a bachelor's degree may be admitted to candidacy for a second bachelor's degree. When such admission for a second degree is granted, the candidate must earn at least 30 additional credit hours as a student enrolled in SPEA and meet all the requirements of the SPEA degree being sought. Normally, the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study.

Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice provides preparation for students interested primarily in a career in criminal justice. The program includes four main areas: general education, public affairs and policy, criminal justice, and general electives.

General Education

The General Education requirements are based on five (5) principles. These principles guide undergraduate students in their educational experience at Indiana University Northwest and the School of Public and Environmental Affairs. By fulfilling these requirements, students will have an opportunity to develop effective learning and communication skills (principle 1 requirements), a mastery of core concepts in a broad range of disciplines (Principle 2), the ability to analyze and synthesize information (Principle 3), an awareness of diversity (Principle 4), and ethical consideration (Principle 5).

Principle 1 Foundations for Effective Learning and Communication (11 courses)

All students are required to take:

- ENG W131 Reading, Writing, and Inquiry 1 (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

In addition, all students must complete the following requirements under Principle 1:

1. Mathematics (3 cr.)

One of the following courses:

- MATH M100 Basic Mathematics (3 cr.)
- MATH M118 Finite Mathematics (3 cr.)
- MATH M119 Survey of Calculus I (3 cr.)
- MATH M125 Precalculus Mathematics (3 cr.)

2. Natural Science Class with Lab (4-6 cr.)

- BIOL L100 Humans and the Biological World (5 cr.)
- CHEM C101 Elementary Chemistry I (3 cr.)
- CHEM C121 Elementary Chemistry Lab I (2 cr.)
- GEOL G101 Introduction to Earth Science (3 cr.)
- GEOL G102 Introduction to Earth Science Lab I (1 cr.)

3. Intensive Writing Courses (6 cr.)

ENG W231 Professional Writing (3 cr.) Required

SPEA J439 Crime and Public Policy (3 cr.) (See course description for prerequisite)

4. Advanced Oral Communication Course (3 cr.)

One of the following courses:

- SPEA J201 Theoretical Foundation of Criminal Justice(3 cr.)
- SPEA J222 Murder: Causes and Consequences (3 cr.)
- SPEA J312 White Collar Crime (3 cr.)

5. Advanced Math Reasoning Course (3 cr.)

One of the following courses:

- SPEA K300 Statistical Techniques (3 cr.)
- ECON E270 Introduction to Statistical Theory for Economics and Business (3 cr.)

6. Advanced Scientific Reasoning Course (3 cr.)

One of the following courses:

- SPEA E272 Intro to Environmental Science (3 cr.)
- SPEA H322 Principles of Epidemiology (3 Cr.)
- SPEA J215 Concepts of Forensic Science (3 cr.)

7. Information Literacy (3 cr.)

One of the following courses:

- SPEA J202 Criminal Justice Data, Methods and Research
- SPEA V468 Research Methods in Applied Social Sciences (3 cr.)

8. Learning Technologies course (3 cr.)

- SPEA V261 Technology in Public Affairs (3 cr.)

Principle 2 Breadth of Learning

1. Arts & Humanities (6 cr.)

Two of the following courses:

- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- AFRO A150 Survey of the Culture of Black Americans (3 cr.)
- AFRO A151 Minority People in the United States(3 cr.)
- ANTH A104 Culture & Society (3 cr.)
- PHIL P100 Introduction to Philosophy (3 cr.)
- PHIL P140 Introduction to Ethics (3 cr.)
- PHIL P150 Elementary Logic (3 cr.)
- WOST W401 Topics in Women's and Gender Studies (3 cr.)

- *2. Cultural & Historical Studies (6 cr.)

Two classes from approved College of Arts and Science list* of classes, not including H105 and H106

3. Social & Behavioral Sciences (6 cr.)

Two of the following courses:

- SOC S161 Principles of Sociology (3 cr.)
- SOC S163 Social Problems (3 cr.)
- SOC S320 Deviant Behavior & social Control (3 cr.)
- SOC S325 Criminology (3 cr.)

***4. Mathematical, Physical and Life Sciences (3 cr.)**

One class from approved College of Arts and Sciences list; in addition to the natural science class under Principle 1.

Principle 3 Critical Thinking, Integration, and Application of Knowledge (One Course)

SPEA J439 Crime and Public Policy (3 cr.) (see course description for prerequisite)

Principle 4 Diversity (One Course)

SPEA J275 Diversity Issues in Criminal Justice (3 cr.) (or)

SPEA V264 Urban Structure and Policy (3 cr.)

Principle 5 Ethics & Citizenship (One Course)

One of the following courses:

SPEA J202 Criminal Justice Data, Methods & Research (3cr.)

SPEA V252 Career Development and Planning (3 cr.)

SPEA V264 Urban Structure and Policy

Public Affairs and Policy (4 courses)

Four courses from the following:

SPEA E272 Intro to Environmental Science (3 cr.)

SPEA V170 Intro to Public Affairs (3 cr.)

SPEA V252 Career Development and Planning (3 cr.)

SPEA V263 Public Management (3 cr.)

SPEA V264 Urban Structure and Policy (3 cr.)

SPEA V348 Management Science (3 cr.)

SPEA V365 Urban Development and Planning (3 cr.)

SPEA V366 Managing Behavior in Public Organizations (3 cr.)

SPEA V372 Government Finance and Budgets (3 cr.)

SPEA V376 Law and Public Policy (3 cr.)

Other Public Affairs Courses (with advisor's consent)

Concentration (12 courses)

All of the following courses:

SPEA J101 American Criminal Justice System (3 cr.)

SPEA J102 Special Issues in the American Criminal Justice System (3 cr.)

SPEA J201 Theoretical Foundations of Criminal Justice Policies (3 cr.)

SPEA J202 Criminal Justice Data, Methods, and Research (3 cr.)

SPEA J301 Substantive criminal Law (3 cr.)

SPEA J306 The Criminal Courts (3 cr.)

SPEA J321 American Policing (3 cr.)

SPEA J331 Corrections (3 cr.)

SPEA J439 Crime and Public Policy (3 cr.) (see course description for prerequisite)

Three additional courses in criminal justice

General Electives (approximately 7 courses)

Students must take additional courses beyond the requirements listed above to meet the minimum B.S. degree requirements of 120 credit hours.

*The College of Arts and Sciences list of classes can be obtained from the School of Public and Environmental Affairs or retrieved from the SPEA website.

Bachelor of Science in Health Services Management

The Bachelor of Science in Health Services Management provides preparation for students interested primarily in careers in the health field. Students will be prepared for management positions within hospitals, nursing homes, healthcare facilities or nonprofit agencies.

General Education

The General Education requirements are based on five (5) principles. These principles guide undergraduate students in their educational experience at Indiana University Northwest and the School of Public and Environmental Affairs. By fulfilling these requirements students will have an opportunity to develop effective learning and communication skills (Principle 1), a mastery of core concepts in a broad range of disciplines (Principle 2), the ability to analyze and synthesize information (Principle 3), an awareness of diversity (Principle 4), and ethical considerations (Principle 5).

Principle 1 Foundations for Effective Learning and Communication (11 courses)

All students are required to take:

- ENG W131 Reading, Writing, and Inquiry 1 (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

In addition, all students must complete the following requirements under Principle 1:

1. Mathematics (3 cr.)

One of the following courses:

- MATH M118 Finite Mathematics (3 cr.)
- MATH M119 Survey of Calculus I (3 cr.)
- MATH M125 Precalculus Mathematics (3 cr.)
- MATH M215 Analytic Geometry and Calculus I (5 cr.)

2. Natural Science Class (4-6 cr.)

One course with a lab from biology or chemistry

3. Intensive Writing Courses (6 cr.)

Both of the following courses:

- ENG W231 Professional Writing (3 cr.)
- SPEA V450 Health Disparities (3 cr.)

4. Advanced Oral Communication Course (3 cr.)

One of the following courses:

- SPCH S223 Business and Professional Speaking (3 cr.)
- SPCH S229 Discussion and Group Methods (3 cr.)
- SPEA V263 Public Management (3 cr.)

5. Advanced Math Reasoning Course (3 cr.)

- SPEA K300 Statistical Techniques (3 cr.)

6. Advanced Scientific Reasoning Course (3 cr.)

- SPEA H322 Principles of Epidemiology (3 Cr.)

7. Information Literacy (3 cr.)

One of the following courses:

- SPEA H322 Principles of Epidemiology (3 cr.)

8. Learning Technologies course (3 cr.)

- SPEA V261 Technology in Public Affairs (3 cr.)

Principle 2 Breadth of Learning

1. Arts & Humanities (6 cr.)

Both of the following:

- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)

*2. Cultural & Historical Studies (6 cr.)

Two classes from approved College of Arts and Science list of classes, not including H105 and H106

3. Social & Behavioral Sciences (6 cr.)

Two of the following

- POLS Y103 Introduction to American Politics
- ECON E103 Introduction to Microeconomics
- ECON E104 Introduction to Macroeconomics

*4. Mathematical, Physical and Life Sciences (3 cr.)

One class from approved College of Arts and Sciences list of classes; in addition to the natural science class under Principle 1

Principle 3 Critical Thinking, Integration, and Application of Knowledge (One Course)

- SPEA H474 Health Administration Ethics Seminar (3 cr.)

Principle 4 Diversity (One Course)

- SPEA H320 Health Systems Administration (3 cr.)

Principle 5 Ethics & Citizenship (One Course)

One of the following courses:

- SPEA V450 Medical Ethics (3 cr.)
- SPEA H441 Legal Aspects of Health Care

Management Core (4 courses)

The following courses:

- SPEA V263 Public Management (3 cr.)
- SPEA V346 Introduction to Government Accounting and Financial Reporting (3 cr.)
- SPEA V348 Management Science (3 cr.)
- SPEA V366 Managing Behavior in Public Organizations (3 cr.)

Health Service Management Concentration (9 courses)

The following courses:

- SPEA H316 Environmental Health (3 cr.)
- SPEA H320 Health Systems Administration (3 cr.)
- SPEA H322 Principles of Epidemiology (3 cr.)
- SPEA H352 Healthcare Finance I (3 cr.)
- SPEA H371 Human Resource Management in Health Care (3 cr.)
- SPEA H402 Hospital Administration (3 cr.)

- SPEA H411 Chronic and Long-Term Care Administration (3 cr.)
- SPEA H441 Legal Aspects of Health Care Administration (3 cr.)
- SPEA H445 Topics in Public Health (3 cr.)

Electives: Students must take additional courses beyond the requirements listed above to meet the minimum B.S. degree requirement of 120 credit hours.

*The College of Arts and Sciences list of classes can be obtained from the School of Public and Environmental Affairs or retrieved from the SPEA website.

Bachelor of Science in Public Affairs

The Bachelor of Science in Public Affairs degree program provides students with the knowledge, skills, and abilities to prepare them for a variety of career opportunities in the public sector, nonprofit sector and allied fields.

Areas of study include management, criminal justice, health services administration, environmental policy and specialized study in public and environmental affairs.

Curriculum**General Education**

The General Education requirements are based on five (5) principles. These principles guide undergraduate students in their educational experience at Indiana University Northwest and the School of Public and Environmental Affairs. By fulfilling these requirements students will have an opportunity to develop effective learning and communication skills (principle 1 requirements), a mastery of core concepts in a broad range of disciplines (Principle 2), the ability to analyze and synthesize information (Principle 3), an awareness of diversity (Principle 4) and ethical consideration (Principle 5).

Principle 1 Foundations for Effective Learning and Communication (11 courses)

All students are required to take:

- ENG W131 Reading, Writing, and Inquiry 1 (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

In addition, all students must complete the following requirements under Principle 1:

1. Mathematics (3 cr.)

One of the following courses:

- MATH M118 Finite Mathematics (3 cr.)
- MATH M119 Survey of Calculus I (3 cr.)
- MATH M125 Precalculus Mathematics (3 cr.)
- MATH M215 Analytic Geometry and Calculus (3 cr.)

2. Natural Science Class with Lab (4-6 cr.)

One course with a lab from biology, chemistry, geology, or physics.

3. Intensive Writing Courses (6 cr.)

Both of the following courses:

- ENG W231 Professional Writing (3 cr.)
- SPEA V368 Managing Government Operations (3 cr.)

4. Advanced Oral Communication Course (3 cr.)

One of the following courses:

SPCH S223 Business and Professional Speaking (3 cr.)
 SPCH S229 Discussion and Group Methods (3 cr.)
 SPEA V373 Human Resources Management in the
 Public Sector (3 cr.)
 SPEA V346 Introduction to Government Accounting and
 Financial Reporting (3 cr.)

5. Advanced Math Reasoning Course (3 cr.)

SPEA K300 Statistical Techniques (3 cr.)

6. Advanced Scientific Reasoning Course (3 cr.)

One of the following courses:

SPEA E272 Intro to Environmental Science (3 cr.)
 SPEA H322 Principles of Epidemiology (3 Cr.)

7. Information Literacy (3 cr.)

One of the following courses:

SPEA J202 Criminal Justice Data, Methods and
 Research (3 cr.)
 Approved Research Methods class (3 cr.)

8. Learning Technologies course (3 cr.)

SPEA V261 Technology in Public Affairs (3 cr.)

Principle 2 Breadth of Learning (9 courses)

1. Arts & Humanities (6 cr.)

Both of the following:

HIST H105 American History I (3 cr.)
 HIST H106 American History II (3 cr.)

*2. Cultural & Historical Studies (6 cr.)

Two classes from approved College of Arts and Science
 list* of classes, not including H105 and H106

3. Social & Behavioral Sciences (6 cr.)

Two of the following courses:

POLS Y103 Introduction to American Politics (3 cr.)
 ECON E103 Introduction to Microeconomics (3 cr.)
 ECON E104 Introduction to Macroeconomics (3 cr.)

*4. Mathematical, Physical and Life Sciences (3 cr.)

One class from approved College of Arts and Sciences
 list; in addition to the natural science class under Principle
 1.

Principle 3 Critical Thinking, Integration, and Application of Knowledge (One Course)

One of the following:

SPEA V473 Management, Leadership and Policy (3 cr.)
 Other approved SPEA class (3 cr.)

Principle 4 Diversity (One Course)

One of the following:

SPEA E272 Intro to Environmental Sciences (3 cr.)
 SPEA H320 Introduction to Health Administration (3 cr.)
 Other approved SPEA class (3 cr.)

Principle 5 Ethics & Citizenship (One Course)

One of the following courses:

SPEA V450 Medical Ethics (3cr.)
 SPEA H441 Legal Aspects of Health Care (3 cr.)
 SPEA J321 American Policing (3 cr.)

Public Affairs Core (6 courses)

SPEA E272 Intro to Environmental Science. (3 cr.)
 SPEA V170 Intro to Public Affairs (3 cr.)
 SPEA V263 Public Management (3 cr.)
 SPEA V264 Urban Structure and Policy (3 cr.)
 SPEA V372 Government Finance and Budgets (3 cr.)
 SPEA V376 Law and Public Policy (3 cr.)

Concentrations

Criminal Justice Concentration (7 courses) Requirements

SPEA J101 American Criminal Justice System (3 cr.)

The following courses:

SPEA J201 Theoretical Foundations of Criminal Justice
 Policies (3 cr.)
 SPEA J202 Criminal Justice Data, Methods, and
 Research (3 cr.)
 SPEA J301 Substantive Criminal Law (3 cr.) or SPEA
 J302 Procedural Criminal Law (3 cr.)
 SPEA J439 Crime and Public Policy (3 cr.)

Two of the following three courses:

SPEA J306 The Criminal Courts (3 cr.)
 SPEA J321 American Policing (3 cr.)
 SPEA J331 Corrections (3 cr.)

Management Concentration (6 courses) Requirements

Students will take the following courses:

SPEA V346 Introduction to Government Accounting and
 Financial Reporting (3 cr.)
 SPEA V366 Managing Behavior in Public Organizations
 (3 cr.)
 SPEA V368 Managing Government Operations (3 cr.)

Any three SPEA courses selected with consent of
 advisor.

Health Services Administration Concentration (6 courses) Requirements

The following three courses:

SPEA H320 Health Systems Administration (3 cr.)
 SPEA H352 Healthcare Finance 1 (3 cr.)
 SPEA H441 Legal Aspects of Health Care
 Administration (3 cr.)

Three of the following courses with the consent of the
 advisor:

SPEA H316 Environmental Health (3 cr.)
 SPEA H322 Principles of Epidemiology (3 cr.)
 SPEA H371 Human Resource Management in Health
 Care (3 cr.)
 SPEA V375 Emergency Services Administration (3 cr.)

SPEA H402 Hospital Administration (3 cr.)
SPEA H474 Health Administration Ethics Seminar (3 cr.)

Specialized Public Affairs Concentration (6 courses) Requirements

A specialized concentration adaptable to the student's interest.

Four of the six courses in the concentration must be SPEA courses.

All courses in the concentration (SPEA and nonSPEA) must be at the 300 or 400 level.

Students must have their advisor's approval for the concentration and the courses selected.

Environmental Policy Concentration (6 courses) Requirements

The following courses:

SPEA E400 Topics in Environmental Studies:
Environmental Law
SPEA E400 Topics in Environmental Studies:
Environmental Planning
SPEA H316 Environmental Health

Any other three SPEA courses selected with consent of the advisor.

Note: Electives: Students must take additional courses beyond the requirements listed above to meet the minimum B.S. degree requirement of 120 credit hours

*The College of Arts and Sciences list of classes can be obtained from the School of Public and Environmental Affairs or retrieved from the SPEA website.

Certificate in Public Health

The Certificate in Public Health is available to undergraduate students in all divisions of the university.

The curriculum provides a basic understanding of environmental health issues, current health policies, the structure of the medical care delivery system, administration techniques used in health-related facilities, and methods of determining the significance of various factors on health.

Student Consumer Information about this Program

The Certificate in Public Health requires 18 credit hours, including three required courses and three courses from a list of health-related courses. To be eligible for the certificate, students must complete the following requirements in addition to all requirements for the baccalaureate degree program of their choice.

Requirements

All of the following three courses:

- SPEA H316 Environmental Health (3 cr.)
- SPEA H320 Health Systems Administration (3 cr.)
- SPEA H322 Principles of Epidemiology (3 cr.)

Three of the following:

- SPEA H342 Community Health Education (3 cr.)
- SPEA H416 Environmental Health Policy (3 cr.)

- SPEA H441 Legal Aspects of Hospital Health Care Administration (3 cr.)
- SPEA V450 Contemporary Issues in Public Affairs-Health Topics (3 cr.)
- SPEA E400 Topics in Environmental Studies (3 cr.)

Other approved planning, management, and policy courses related to health

Area Certificate in Public Affairs

The School of Public and Environmental Affairs offers the Area Certificate in Public Affairs to students wishing to study public policy, governmental organization, and public management skills in addition to the major area of their undergraduate programs. The program is interdisciplinary, and students from any department or school of Indiana University are eligible.

Student Consumer Information about this Program

The Area Certificate in Public Affairs requires a total of 27 credit hours, of which SPEA must teach at least 15 but no more than 21 credit hours. (Each course carries 3 credit hours.) To be eligible for a certificate, Indiana University students must complete the following requirements in addition to satisfying all degree requirements for the baccalaureate degree program of their choice:

Requirements

All of the following:

- SPEA-E 272 Intro to Environmental Science (3 cr.)
- SPEA-V 170 Intro to Public Affairs (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)

One course each from two of the following groups:

Organizational Behavior

- SPEA-J 310 Introduction to Administrative Process (3 cr.)
- SPEA-V 270 Survey of Administrative Techniques (3 cr.)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- POLS-Y 390 Micropolitics and Organizational Behavior (3 cr.)

Public Administration

- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)

Law

- SPEA-V 376 Law and Public Policy (3 cr.)
- POLS-Y 304 / POLS-Y 305 American Constitutional Law I and II (3/3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- SPEA-J 301 Substantive criminal Law (3 cr.)

Four courses from one of the following categories:

School of Public and Environmental Affairs

- SPEA-V 260 Topics in Public Affairs (3 cr.)
- SPEA-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.)
- SPEA-V 348 Management Science (3 cr.)

- SPEA-V 365 Urban Development and Planning (3 cr.)
- SPEA-V 372 Government Finance and Budgets (3 cr.)
- SPEA-V 373 Human Resource Management in the Public Sector (3 cr.)
- SPEA-V 432 Labor Relations in the Public Sector (3 cr.)
- SPEA-V 442 Topics in Fiscal Management (3 cr.)
- SPEA-V 444 Public Administrative Organization (3 cr.)
- SPEA-V 449 Applied Policy Analysis (3 cr.)
- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.)
- SPEA-V 472 Policy Processes in the U.S. (3 cr.)

Political Science

- POLS-Y 200 Citizen and the Courts (3 cr.) (This is a topics in political science course. The only acceptable topic is "Citizen and the Courts.")
- POLS-Y 302 Public Bureaucracy in Modern Society (3 cr.)
- POLS-Y 306 State Politics in the United States (3 cr.)
- POLS-Y 394 Public Policy Analysis (3 cr.)

Criminal Justice

- SPEA-J 101 American Criminal Justice System (3 cr.)
- SPEA-J 322 Introduction to Criminalistics (3 cr.)
- SPEA-J 370 Social Control Systems (3 cr.) (This is a seminar in criminal justice course. The only acceptable topic is "Social Control Systems.")

Sociology

- SOC-S 320 Deviance and Control (3 cr.)
- SOC-S 325 Criminology (3 cr.)
- SOC-S 461 Urban Sociology (3 cr.)
- SOC-S 424 Sociology of Law (3 cr.)

Certificate in Public Safety

The Certificate in Public Safety offers a broad overview of law enforcement and its relationship to the other elements in the criminal justice process. It is useful to sworn and nonsworn personnel, as well as to those seeking employment in law enforcement. The certificate also provides excellent transition into the Bachelor of Science in Criminal Justice degree program.

Student Consumer Information about this Program

General Education (9 cr.)

- ENG-W 131 Reading, Writing and Inquiry I (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)
- PSY-P 101 Introduction to Psychology I (3 cr.) **OR** SOC-S 161 Principles of Sociology (3 cr.)

Criminal Justice (18 cr.)

- SPEA-J 101 American Criminal Justice System (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 310 Introduction to Administrative Process (3 cr.)
- SPEA-J 321 American Policing (3 cr.)

- SPEA-J 320 Criminal Investigation (3 cr.) **OR** SPEA-J 322 Criminalistics (3 cr.)
- SPEA-J 370 Seminar in Criminal Justice (3 cr.)

Correctional Management Certificate

The Correctional Management Certificate offers a broad overview and understanding of how the development and implementation of effective managerial skills can have a positive impact on the correctional process and to increase your own personal career mobility. The certificate also provides excellent transition into the Bachelor of Science in Criminal Justice degree programs.

Required Courses (15 cr.)

- J 101 American Criminal Justice System (3 cr.)
- J 304 Correctional Law
- J 331 Corrections
- J 370 Correctional Administration
- J 370 Correctional Counseling

Note: Other SPEA courses with an advisor's consent

Minors

Minor in Criminal Justice Requirements (Five courses)

- SPEA J101 American Criminal Justice System (3 cr.)
- SPEA J301 Substantive Criminal Law (3 cr.)

Three of the following courses:

- SPEA J201 Theoretical Foundations of Criminal Justice Policies (3 cr.)
- SPEA J306 Criminal Courts (3 cr.)
- SPEA J321 American Policing (3 cr.)
- SPEA J331 Corrections (3 cr.)

Minor in Environmental Science and Health Requirements (Five courses)

The following courses:

- SPEA-H 316 Environmental Health (3 cr.)
- SPEA-H 416 Environmental Health Policy (3 cr.)

Three additional courses in environmental science and health approved by a SPEA faculty advisor.

Minor in Health Systems Administration Requirements (Five courses)

- SPEA-H 320 Health Systems Administration (3 cr.)
- SPEA-H 371 Human Resources Management in Health Care (3 cr.) **OR** SPEA-V 373 Human Resource Management in the Public Sector (3 cr.)

Three of the following courses:

- SPEA-H 352 Healthcare Finance 1 (3 cr.)
- SPEA-H 402 Hospital Administration (3 cr.)
- SPEA-H 411 Chronic and Long-Term Care Administration (3 cr.)
- SPEA-H 441 Legal Aspects of Health Care Administration (3 cr.)
- SPEA-H 455 Topics in Public Health (3 cr.)

Pre-law Minor

Interdisciplinary Minor in the College of Arts and Sciences (COAS), the School of Business and Economics, and the School of Public and Environmental Affairs (SPEA).

Admission to law schools requires a baccalaureate degree and a Law School Admission Test (LSAT) score. The degree may be in any discipline. Students preparing for law school are advised to take courses in logical thought, American history, American politics, business, and criminal and civil law. While no specific courses are required, IU Northwest offers an interdisciplinary prelaw minor for students interested in attending law school.

The minor includes six courses totaling 18 credits. Students in SPEA, the School of Business and Economics, and history majors in the College of Arts and Sciences could double-count courses that are required for their major or concentration, but they are required to take at least four courses or 12 credits outside of their major or concentration.

The structure of the minor is as follows:

- BUS L201 Legal Environment of Business
- HIST H106 American History II (Twentieth Century)
- PHIL P150 Elementary Logic
- POLS Y103 Introduction to American Politics
- SPEA J101 American Criminal Justice System
- One elective

Students may pick from the following courses for the elective:

- BUS A201 Introduction to Financial Accounting
- BUS L303 The Commercial Law
- ECON E103 Introduction to Microeconomics
- HIST A313 Origins of Modern America
- HIST A315 Recent U.S. History
- HIST H105 American History I
- SPEA H441 Legal Aspects of Health Care
- SPEA J301 Substantive Criminal Law
- SPEA J303 Evidence

The prelaw advisor can approve an elective that is not on the list if it meets the educational objectives.

The university provides prelaw counseling for interested students. Contact the prelaw advisor at (219) 980-6841 or (219) 980-6636.

Minor in Public and Environmental Affairs Requirements (Five courses)

- SPEA-V 170 Intro to Public Affairs (3 cr.)

One of the following courses:

- SPEA-E 162 Environment and People (3 cr.)
- SPEA-E 272 Intro to Environmental Science (3 cr.)

Three of the following courses:

- SPEA-E 400 Topics in Environmental Studies (3 cr.)
- SPEA-V 263 Public Management (3 cr.)
- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPEA-V 373 Human Resource Management in the Public Sector (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)

- SPEA-V 432 Labor Relations in the Public Sector (3 cr.)
- SPEA-V 444 Public Administrative Organization (3 cr.)
- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.)

Graduate Studies

Master of Public Affairs

The graduate program of the Public and Environmental Affairs consists of the Master of Public Affairs Degree (M.P.A.).

The mission of the School of Public and Environmental Affairs Masters of Public Affairs Program is to sustain a diverse collaborative community of learning that provides professional education to develop ethical, motivated, and effective leaders and to impact our changing region, nation, and world through community engagement and research.

The Master of Public Affairs (M.P.A.) program, which is fully accredited by the Network of Schools of Public Policy, Public Affairs, and Administration (NASPAA), is an integrated course of study that requires a minimum of 48 credit hours. The program provides knowledge and experience that can be used by the professional in various roles within a changing public sector. It is also an interdisciplinary, professional program drawing on diverse faculty talents and resources. The goal of the program is to equip the individual with the necessary skills and knowledge to enter local, state, or federal government or quasi-governmental service and to broaden comprehension of the economic, environmental, political, and social context in which the public servant works.

The curriculum of this program as contained in the core requirements encompasses preparation in a broad range of skills relevant to the operation of public agencies. It is, therefore, interdisciplinary, based on the academic disciplines, but not limited to any one; it is also problem-oriented, bringing the disciplines to bear on critical social, environmental, economic, and administrative conditions.

Although the environment of public service is diverse and changing, effectiveness in that environment requires the development of special skills attained through detailed study in a chosen field of concentration. The fields of concentration span the variety of professional specialties found in public service. Thus, the program provides both expertise in a specific concentration area and in the core requirements, and a general working knowledge of public affairs.

Master of Public Affairs (M.P.A.)

Academic Features:

The M.P.A. is a 48 credit hour degree program in the School of Public & Environmental Affairs. The program provides knowledge and experience that can be used by the professional in various roles within the changing public and nonprofit sectors. Degree requirements are as follows:

Public Affairs Core (21 Credits)

- V500 Quantitative Tools for Public Affairs
- V502 Public Management
- V506 Statistical Analysis for Policy and

Management

V517 Public Management Economics
 V540 Law and Public Affairs
 V560 Public Finance and Budgeting
 V600 Capstone in Public and

Environmental Affairs

Concentrations (18-21 Credits depending on concentration)

Criminal Justice
 Health Services Administration
 Non-Profit Management
 Public Management

Electives (6-9 Credits depending on Concentration)

- Faculty advisor approved graduate SPEA courses
- *Note: Students choosing the Criminal Justice Concentration will need to take 9 credit hours of electives to meet the 48 hour degree requirements.*

Admission to the M.P.A. Program

Students that entered MPA Program prior to Fall 2013, please refer to Academic Bulletin 2010-12.

Application

The prospective student should complete and return application packet to the following address:

Indiana University Northwest
 School of Public and Environmental Affairs
 Graduate Program Committee
 3400 Broadway
 Gary, IN 46408

Application Fee

A nonrefundable application fee of \$40 is required of all applicants.

Application Requirements

For more information on SPEA's graduate programs and for questions regarding the application process, please call 219-980-6695.

The following items should be compiled and submitted in **one final packet** if you wish to pursue your graduate career.

1. Graduate Application, Residency Form and Self-disclosure form.
2. Official copy of transcripts from undergraduate institution and/or graduate institution you have attended:
 - Student must have an overall cumulative GPA of 3.0
 - Or student will need to take the GRE and achieve a combined verbal and quantitative score of 280 for admission to the MPA program.

***Students who have taken another graduate exam (such as the LSAT or GMAT) may submit evidence indicating their score was in the 50 percentile or higher.*

3. Resume or Curriculum Vitae
4. Writing Sample
5. Letter of Intent

6. 3 letters of reference sealed and sent to student for final packet

7. Submit check or money order in the amount of \$40. Make all checks payable to Indiana University Northwest

Baccalaureate Degree

Certification of a baccalaureate degree is required for entrance into the M.P.A. Program. Although the student may not have completed the undergraduate work at the time of application, a decision will be made on the strength of the student's work at the time of application. However, a final transcript, showing baccalaureate degree must become a part of the permanent record before the student can be formally admitted.

Application References

Students should ask three individuals who are familiar with their activities and potential to fill out an Application Reference Form. These forms will be provided with the application form. References should be of a professional nature and cannot be from any member of the School of Public & Environmental Affairs.

Validity

Following notice of admission, an applicant has one calendar year in which to enroll. Supplementary transcripts of any academic work undertaken during that period are required, and the division may request additional letters of recommendation. Should the updated material prove unsatisfactory, the admission may be canceled. If the applicant fails to enroll within one year, a complete new application is required.

Examinations for Admission

SPEA considers results from the GRE, GMAT or LSAT, but the GRE is most common among our applicants.

Preparing to take the test and getting official test scores can be a lengthy process, so plan accordingly.

Admission Committee

Each application, with accompanying transcripts and other documents, is considered carefully by the graduate program committee for the appropriate degree. While the applicant's undergraduate scholastic performance is the most significant index of ability to do graduate work, the test scores, recommendations, writing samples and the student's letter of intent can weigh heavily in the final decision of the admission committee. The aim is to select those applicants who can successfully complete graduate study and be effective in public affairs.

Degree Policies and Procedures Graduation Requirements

It is the responsibility of students to be certain that their graduation or other academic requirements are met. The graduate office will keep a record of the student's progress and will aid in program planning.

Non-degree Students

Graduate non-degree students make take up to 12 graduate SPEA credits. These courses may not

necessarily be used toward the Certificate or the MPA programs. Financial Aid is not offered for non-degree candidates.

Grade of Incomplete

An Incomplete indicates that the work is satisfactory as of the end of the semester but has not yet been completed. This grade may be awarded only when the student's work is of passing quality and have only one assignment or exam to complete. In addition, evidence that personal hardship would render it unjust to hold that student to the time limits previously fixed for the completion of the work. Normally, faculty members are reluctant to give the grade of Incomplete. One calendar year is allowed for the removal of an Incomplete unless the chairperson of the graduate program authorizes an adjustment of this period due to exceptional circumstances. If those procedures are not followed, the I is changed to F.

Grade Average, Provisional, and Probationary Status

Students may be admitted on a provisional basis for particular reasons, such as deficiencies in certain areas. The provisional status will be removed upon fulfillment of the stipulated conditions. A cumulative grade point average of 3.0 (A=4.0) or higher for all work taken for graduate credit must be earned as a prerequisite for continuation in good standing and for graduation. Students whose cumulative grade point average falls below 3.0 will be placed on probation. To be removed from probation, students either placed on probation or admitted on a provisional basis are required to attain an average of at least 3.0 for all graduate work completed by the end of the next semester of full-time enrollment or its equivalent (12 credit hours). Failure to do so will be cause for dismissal.

Petitioning Procedures

A student may find it necessary to petition the Graduate Program Committee relative to such matters as dismissal, requirements, transfers, class load, etc. Such requests must be presented in writing to the Graduate Program Committee.

Midcareer Options

The purpose of the midcareer option of the Master of Public Affairs graduate program is to enhance the professional capabilities of those with previous training or experience in public service. It is a program capable of being specially designed to meet the educational and professional needs of the individual.

Some administrators are engaged in professional capacities requiring deeper understanding of certain specialties. Others with considerable experience in a specialization may wish to broaden their knowledge and perspectives. The midcareer option can accommodate those needs.

Credit waiver may be granted to midcareer option students for significant administrative or policy-level work experience. This work experience may be of a managerial nature or may be in program or policy development (which may or may not include experience in management, e.g., as a planner). The work experience need not necessarily be with a governmental agency. Many private and quasi-public organizations have significant

governmental contacts. Furthermore, much management-level experience in the private sector is applicable to the public sector.

Students wishing to take full advantage of the midcareer option should apply as soon as regular admission to the program has been granted. The Graduate Program Committee makes a determination of Program eligibility for the midcareer option for each applicant. Students granted the midcareer option for more than 6 credit hours may not take SPEA V585 Practicum in Public Affairs for credit. Decisions about the midcareer option are made separately from decisions about transfer of credit. Under no circumstances will the midcareer option and the transfer of credit total more than 21 credit hours of the 48 credit hour degree requirement. Students receiving the midcareer option should carefully plan their programs in consultation with an advisor as early as possible. Certification of the plan of study by the advisor is necessary.

Transfer Credit from other Graduate Programs

Previous graduate credit from other schools at Indiana University or other universities may be accepted toward a degree in the Master of Public Affairs program up to a total of 9 credit hours. The particular courses to be awarded credit will be arranged with the director of the division. A Transfer--of-Credit Form must be completed, and approval must be granted for each course for which transfer credit is desired. This is true both for previous work at Indiana University, outside the Division of Public and Environmental Affairs and Political Science, and for graduate work at other institutions. Courses outside the division planned in conjunction with the chairperson of the graduate program for the student's course of study need not be petitioned.

General Scholarship Rule

Any student who does not possess the necessary preliminary training or who lacks other qualifications may be required by the division to enroll in such courses as the division may designate or to take such other corrective action as is necessary or desirable. The division may review a student's record at any time and take whatever actions seem necessary for the best interest of that student or of the division.

Any student whose work is unsatisfactory or whose conduct is unethical may be dismissed from the division.

M.P.A. Degree Requirements

The Master of Public Affairs program requires a minimum of 48 graduate credit hours and completion of (1) the core requirement, (2) the Concentration requirement, and (3) the elective requirement.

The core requirement consists of 21 credit hours of work in six to seven courses, six of which are required of all students pursuing an M.P.A. degree. Each student must also complete the requirements of one concentration, which consists of 18-21 credit hours of work. The remaining credit hours necessary for graduation are general electives that can be used to add breadth to a student's program; to further explore a field of concentration; or to enhance quantitative tools or

administrative techniques. An internship option is available and can count as three hours of elective credit.

Core Requirement

The M.P.A. core ensures that each student acquires both the prerequisite analytical skills and an understanding of policy issues and governmental processes that compose the environment within which graduates will pursue their careers.

The following seven courses are required:

- SPEA V500 Quantitative Tools for Public Affairs (3 cr.)
- SPEA V502 Public Management (3 cr.)
- SPEA V506 Statistical Analysis for Policy and Management (3 cr.)
- SPEA V517 Public Management Economics (3 cr.)
- SPEA V540 Law and Public Affairs (3 cr.)
- SPEA V560 Public Finance and Budgeting (3 cr.)
- SPEA V600 Capstone in Public and Environmental Affairs (3 cr.) (Must have 39 graduate credits and all core requirements before enrolling in this course)

Total (21 cr.)

Unusually well-prepared applicants may petition the program director to waive one or more of the core requirements on the basis of advanced work done elsewhere. Students may be exempted based on satisfactory equivalent course work or by an examination. Credit hours waived from the core will add to the electives a student may use. Students requesting course waivers should contact the appropriate program director for requirements and guidelines.

Concentration Requirement

The concentrations following are designed to give the student an educational experience in a substantive area of the student's interest. The student chooses a concentration in consultation with an academic advisor. All concentrations require at least 18-21 credit hours of course work. Concentration requirements may be waived on the same basis as core requirements.

Concentrations

Concentrations give the student a focused educational experience in a substantive area of interest. The concentration is selected in conjunction with the faculty advisor and appropriate SPEA administrator. Concentrations offered include criminal justice, health services administration, non-profit management and public management.

Criminal Justice Concentration

The criminal justice concentration is for those interested in the issues, methods, and skills involved in the management of criminal justice or related agencies.

Requirements

- SPEA J501 Criminological Thought and Policy (3 cr.)
- SPEA V509 Administrative Ethics in the Public Sector (3 cr.)
- SPEA J502 Research Methods in Criminal Justice and Public Affairs (3 cr.)

Select one of the following (3 cr.)

- SPEA J682 Planning and Management for Criminal Justice and Public Safety (3 cr.)
- SPEA J666 Criminal Justice Policy and Evaluation (3 cr.)

Select two of the following (6 cr.)

- SPEA V504 Public Organizations (3 cr.)
- SPEA V512 Public Policy Process (3 cr.)
- SPEA V539 Management Science for Public Affairs (3 cr.)
- SPEA V561 Public Human Resource Management (3 cr.)
- SPEA V566 Executive Leadership (3 cr.)

Electives: Must complete 9 credit hours (3 courses) to enhance the student's concentration or provide additional quantitative or administrative experience to the program.

Health Services Administration Concentration

The health services administration concentration is for public administration students who plan to assume a managerial position in the health services field. This concentration affords the student the opportunity to study policy, issues, and programs related to the health services field.

Requirements

All Required:

- SPEA V504 Public Organizations (3 cr.)
- SPEA V543 Health Services Management (3 cr.)
- SPEA V545 The U.S. Health Care System (3 cr.)
- SPEA V546 Health Services Utilization (3 cr.)
- J502 Research Methods for CJ & PA (3 credits)

Choose two of the following: (6 cr.)

- SPEA H514 Health Economics (3 cr.)
- SPEA H515 Health Policy Process (3 cr.)
- SPEA V550 Medical Ethics (3 cr.)
- SPEA V550 Death & Dying (3 cr.)
- SPEA V522 Human Resource Management (3 cr.)
- SPEA V561 Public Human Resources Management (3 cr.)

Electives 6 credits

Total (21 cr.)

Nonprofit Management Concentration

The nonprofit management concentration prepares persons for leadership positions in not-for-profit organizations. The core requirements for the M.P.A. degree provide a strong management and policy base.

The concentration offers students the opportunity to develop this base through non-for-profit applications. Most courses in the concentration address the unique features and practices of not-for-profit organizations or the policies affecting them. Supplementary courses available in the concentration offer management techniques helpful to nonprofit leaders.

Requirements (21 cr.)

The following seven courses:

- SPEA J502 Research Methods for Criminal Justice and Public Affairs (3 cr.)

- SPEA V509 Administrative Ethics (3 cr.)
- SPEA V512 Public Policy (3 cr.)
- SPEA V521 The Nonprofit and Voluntary Sector (3 cr.)
- SPEA V522 Human Resource Management in Nonprofit Organizations (3 cr.)
- SPEA V525 Management in Nonprofit Organizations (3 cr.)
- SPEA V526 Financial Management for Nonprofit Organizations (3 cr.)

Select two of the following (6 cr.)

- SPEA V504 Public Organizations (3 cr.)
- SPEA V539 Management Science for Public Affairs (3)
- SPEA V557 Proposal Development and Grant Administration (3 cr.)
- SPEA V558 Fund Development for Nonprofit Organizations (3 cr.)
- SPEA V562 Public Program Evaluation (3 cr.)
- SPEA V566 Executive Leadership (3 cr.)
- SPEA V602 Strategic Management for Public and Nonprofit Organizations (3 cr.)

Total (21 cr.)

Public Management Concentration

The Public Management Concentration consists of a structured program that facilitates the development of a managerial perspective. The intent of the curriculum is to ensure breadth of coverage across those areas essential to a managerial career.

Requirements

All Required:

- SPEA V504 Public Organizations (3 cr.)
- SPEA V539 Management Science for Public Affairs (3)
- SPEA V561 Public Human Resources Management (3 cr.)
- SPEA V566 Executive Leadership (3 cr.)
- J502 Research Methods for CJ & PA (3 credits)

Select two of the following (6 cr.)

- SPEA V509 Administrative Ethics in the Public Sector (3 cr.)
- SPEA V512 Public Policy Process (3 cr.)
- SPEA V562 Public Program Evaluation (3 cr.)
- SPEA V525 Management in the Nonprofit Sector (3 cr.)

Total (21 cr.)

Electives (6 credits required)

Cumulative Grade Point Average has to be 3.0 or higher to graduate.

Certificate in Environmental Affairs

The Certificate in Environmental Affairs program is a 15 credit hour program of study in environmental affairs. The program is flexible enough to adapt to the needs of precareer or in-service persons and to individuals with varying degrees of experience. Individuals currently employed in industry, nonprofit organizations, and the

public sector in environmentally related positions who have technical backgrounds but who see greater insight and formal education on economic, policy, and legal issues related to the critical environmental issues will find the program particularly beneficial.

Required Courses (15 cr.)

- SPEA V517 Public Management Economics (3 cr.)
- SPEA V520 Environmental Policy (3 cr.)
- SPEA V645 Environmental Law (3 cr.)
- Two additional SPEA graduate public affairs courses are also required (6 cr.)
- If students are interested in furthering their education in the MPA Program, students should plan to take the following classes as electives:
 - V500 Quantitative Tools for Public Affairs (3cr.)
 - V539 Management Science for Public Affairs (3 cr.)

Certificate in Nonprofit Management

The Nonprofit Management Certificate is a 15 credit hour program of study, designed to serve the needs of individuals who would like exposure to the nonprofit sector and nonprofit management issues but who do not wish or need to pursue a degree in nonprofit management. The certificate complements other courses of study or career experience in such areas as social work, library science, and parks and recreation. Students pursuing a nonprofit management certificate gain an understanding of how to work in and with nonprofit organizations.

Student Consumer Information about this Program

Required Courses (15 cr.)

- SPEA V525 Management In The Nonprofit Sector (3 cr.)
- SPEA V522 Human Resource Management in Nonprofits (3 cr.)
- SPEA V526 Financial Management for Nonprofits (3 cr.)
- Two additional SPEA graduate public affairs courses are also required (6 cr.)
- If students are interested in furthering their education in the MPA program, students should plan to take the following classes as electives:
 - V500 Quantitative Tools for Public Affairs (3cr.)
 - V517 Public Management Economics (3 cr.)

Note: Students must take V525 before V522.

Certificate in Public Management

The Certificate in Public Management is a focused 15 credit hour program of study in public management for those students interested in a less extensive course of study at the graduate level. The certificate program is flexible enough to be adapted to the needs of precareer and in-service individuals and can accommodate people interested in a wide variety of public careers ranging from social work to criminal justice to health administration.

The certificate is ideal for those persons in public and community organizations or agencies who wish to supplement their primary fields of professional or technical

competence, persons who are changing from professional or technical roles to managerial roles in the public service, career employees of public and community agencies who are interested in studying a sequence of core courses in public management, or students who wish to explore the field of public management before committing themselves to an extended degree program.

Candidates with a bachelor's degree are admitted to the program from a variety of educational backgrounds.

Student Consumer Information about this Program

Required Courses (15 cr.)

- SPEA V502 Public Management (3 cr.)
- SPEA V560 Public Finance and Budgeting (3 cr.)
- SPEA V561 Public Human Resources Management (3 cr.)
- Two additional SPEA graduate public affairs courses are also required (6 cr.)
- If students are interested in furthering their education in the MPA program, students should plan to take the following classes as electives:
 - V500 Quantitative Tools for Public Affairs (3cr.)
 - V517 Public Management Economics (3 cr.)

Radiologic Sciences Programs

Administrative Officers

Arlene M. Adler, M.Ed., R.T.(R), FAEIRS, *Professor and Director*

Robin J. Jones, M.S., R.T.(R), *Clinical Associate Professor and Clinical Coordinator*

Vesna Balac, M.S., R.T.(R), *Clinical Assistant Professor and Clinical Coordinator*

Sharon Lakia, M.S., R.T. (R) RDMS, RVT, *Clinical Assistant Professor and Director, Diagnostic Medical Sonography Program*

Amanda G. Sorg, B.S., R.T. (R), *Clinical Assistant Professor and Director, Radiation Therapy Program*

Web site: www.iun.edu/radiologic-sciences/

Phone: (219) 980-6899

About the Radiologic Sciences Programs

Within the Department of Radiologic Sciences, interested students can obtain an Associate of Science Degree in Radiography or a Bachelor of Science Degree in Radiologic Sciences. The AS Radiography Program prepares students to be radiographers in the health care environment. Radiographers are experts in the performance of examinations requiring the use of X-rays and highly complex machinery to produce a quality X-ray (radiograph) of the internal parts of the body for interpretation by a medical doctor (radiologist).

The BS degree in Radiologic Sciences offers individuals the opportunity to pursue three separate concentrations—an advanced clinical/health management concentration for the associate degree radiographer, diagnostic medical sonography, or radiation therapy. The diagnostic medical sonography and radiation therapy programs are open to individuals with either a health professional AS degree background or a non-health professions background.

Among the options for advanced clinical experience for the radiographer, are careers in cardiovascular interventional technology, computed tomography (CT) and magnetic resonance imaging (MRI). Cardiovascular interventional technologists assist physicians in performing diagnostic and therapeutic procedures of the cardiovascular system. These procedures involve the injection of iodinated contrast media to demonstrate diseases of the heart and blood vessels. Computed tomography (CT) technologists produce images of selected planes of the body by combining the use of an X-ray beam and a computer. Magnetic resonance imaging (MRI) technologists utilize a magnetic field along with radio waves to create images of patients' anatomy for interpretation by a physician.

Diagnostic medical sonographers are concerned with the proper operation of the ultrasound equipment and preparation of patients for various types of diagnostic procedures. Upon request of a physician, they examine various parts of the body by using sound waves.

Radiation therapists use different forms of ionizing radiation for the treatment of benign and malignant tumors. They administer the prescribed dose of ionizing radiation to specific sites of the patient's body as directed by the physician.

Associate of Science in Radiography

About the A.S. in Radiography

Radiology is a science involving the medical use of X-rays, radium, and radioactive isotopes in the diagnosis and treatment of disease. Radiographers are essential members of the health care team. They are experts in the performance of examinations requiring the use of X-rays and highly complex machinery to produce a quality X-ray image (radiograph) of the internal parts of the body for interpretation by a medical doctor (radiologist).

Radiographers find employment possibilities in various medical settings ranging from doctors' offices to large medical centers. In addition, some seek employment in industry or in the marketing and sales of X-ray products.

Length of the Program

24 months beginning in May. Professional course work begins each July (summer session II).

Structure of the Program

The Radiography Program is a full-time day program involving classroom and laboratory experiences on campus and clinical experiences at local hospitals.

Design of the Professional Curriculum

The curriculum follows a pattern designed to train the student to become adept in the performance of diagnostic radiologic procedures. Courses in radiologic principles, radiographic procedures, clinical application of theory, and general education are included in the curriculum.

The Associate Degree Radiography Program offered by Indiana University Northwest is designed to prepare students for professional careers as radiographers in the medical field. By providing pertinent learning experiences, the program faculty strives to develop students' interests in lifelong learning through the professional societies and continuing education. The curriculum is designed in accordance with the guidelines established by the American Society of Radiologic Technologists.

Program Goals and Learning Outcomes

The Radiography Program has set forth the following goals and learning outcomes:

Goal 1: Students will demonstrate clinical competence.

Student Learning Outcomes:

- Students will demonstrate continued competence in positioning skills.
- Students will demonstrate proper positioning skills.
- Students will select appropriate technical factors.
- Students will demonstrate continued competence in selecting appropriate technical factors.
- Students will evaluate radiographic images for quality factors.
- Students will practice radiation protection.

Goal 2: Students will demonstrate effective communication skills.

Student Learning Outcomes:

- Students will demonstrate written communication skills.
- Students will demonstrate oral communication skills.

Goal 3: Students will demonstrate critical thinking and problem solving skills.

Student Learning Outcomes:

- Students will detail procedural and technical adaptations for a trauma patient.
- Students will evaluate radiographic images for quality factors.

Goal 4: Students will demonstrate professional values.

Student Learning Outcomes:

- Students will demonstrate appropriate professional values in the clinical setting.
- Students will detail the ethical obligations described in the ARRT Code of Ethics.

Goal 5: Students will be involved in professional continuing education activities to instill a desire for lifelong learning.

Student Learning Outcomes:

- Students will participate in professional continuing education.

Goal 6: Students will be involved in the community we serve.

Student Learning Outcomes:

- Student will participate in community service activities.

Goal 7: The program will provide the medical community with individuals qualified to perform radiographic procedures.

Program Effectiveness Measures:

- Students will pass the ARRT certification examination on the 1st attempt.
- Students will successfully complete the program in a three year time frame.

- Employers will express confidence in the overall quality of graduates' skills.
- Graduate will express confidence in the overall quality of their skills.
- Of those pursuing employment, students will be gainfully employed within 6 months post-graduation.

Assessment data for the Radiography Program's Effective Measures described in Goal #7 are available for review by way of a link on the IUN website at <http://www.iun.edu/radiologic-sciences/degrees/as-radiography.htm>

Opportunities for Students to Work

Students often seek employment in part-time positions outside the program. These positions cannot interfere with clinical and class schedules and must be balanced with necessary study time.

Program Facilities

The Radiography Program offices and classrooms are located in the Dunes Medical/ Professional Building at IU Northwest.

Location of Clinicals

Clinical experiences occur in local hospitals, including the Community Hospital in Munster; IU Health; LaPorte Hospital in LaPorte; Methodist Hospital of Gary, Inc., in Gary and Merrillville; Porter Hospital in Valparaiso; Franciscan St. Anthony Health in Crown Point; Franciscan St. Anthony Health in Michigan City; Franciscan St. Margaret Health in Hammond; and St. Mary Medical Center in Hobart.

Additional Costs

In addition to regular university tuition and fees, students should expect to pay program-related expenses such as books, uniforms, physical examination, lead markers, and radiation monitoring.

Accreditation

The Radiography Program is fully accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, IL 60606--3182; phone: (312) 704-5300; www.jrcert.org.

Admission Policies

Students may apply for admission to the Radiography Program after qualifying for regular admission to Indiana University. Admission to the professional program is competitive; therefore, completion of the application does not guarantee admission to the program.

Criteria Used for Class Selection

Admission to the program is based upon each applicant's high school and/or college course work and a personal interview.

Class Size

Approximately 40 students each May (beginning professional course work in summer session II).

Specific Requirements

In addition to the College of Health and Human Services admission policies and procedures, the following apply to the Radiography Program at IU Northwest:

Application Deadline

January 15 of the year of anticipated entry.

Total Number of Prerequisite Credit Hours

To be eligible for admission, applicants must complete the program's Math (M100 or higher) and written communication (W131) requirements with a "C" (2.0) or better prior to beginning the professional coursework that begins each year in Summer Session II. These requirements can be fulfilled during Summer I course work.

In addition, specific college and/or high school courses that are recommended include Oral communication (S121), Psychology (P101), Computer science (A106), Human Anatomy and Physiology I and II (P261 and P262) and Medical Terminology (R185). Specific grades in these courses are used as a part of the student's admission profile number. Completing these courses in advance improves a student's chance for admission into the Radiography Program. If a student has not taken the college equivalent of the courses listed above, a high school transcript should be submitted with the application and will be reviewed for admission purpose.

Limitations of Course Work

Remedial course work does not count as credit hours toward the degree or for purposes of calculation of a grade point average during the admission process.

Seven Year Limit

Anatomy and Physiology I and II have a 7 year age limit between completion and time of admission. Students may opt to take the course again or challenge the course by departmental examination.

Repeated Courses

In order to qualify for admission and/or progression, the student must pass the required arts and sciences coursework by the second completed attempt.

Minimum Cumulative Grade Point Average

A high school grade point average of 3.0 or a college grade point average of 2.0 on a 4.0 scale is required for admission into the Radiography Program. The college grade point average will be used if the applicant has completed a minimum of 12 credit hours with at least one math or science course on the transcript. The program admissions committee implements this requirement when the incoming class of students is selected from the applicant pool.

Interview

An interview is required for admission. However, if the number of applications to the program far exceeds the number of positions available, the program admissions committee reserves the right to limit the number of applicants interviewed. Interviews will be scheduled during the spring semester.

High School Applicants

Check with your school to see if you can earn college credit while in high school to complete the two prerequisite courses.

Essential Abilities

Students must meet the list of essential abilities (technical standards) for admission to the program. The list of essential abilities is mailed to all program applicants. A link to the Essential Abilities/Technical Standards for the Radiography Program can be found on the IUN website

at <http://www.iun.edu/radiologic-sciences/degrees/as-radiography.htm> under the Degrees and Program tab.

Health Requirements

Students are required to show proof that they have met the immunization, physical examination and laboratory examination requirements for the program as well as CPR certification. Specific information is provided to all accepted students prior to enrolling in clinical course work.

Criminal History Check

A criminal history check is required prior to beginning clinical experience. A positive background check may make a student ineligible for clinical course work.

Drug Screening Policy

Students may be required to have a drug screen prior to attending clinical experience or it may be required on demand under certain situations in the clinical site. A positive drug screen will result in removal from the clinical site and possible dismissal from the program.

Volunteer Experience

While volunteer experience is not required; it is very helpful in making a career choice.

Curriculum Prerequisites

Prior to beginning professional course work, all students must complete the program's math and English requirement with a C (2.0) or better. Students may earn up to 6 hours of Indiana University credit by correspondence toward fulfilling the requirements for the associate degree. Students are encouraged to seek advising prior to enrolling in course work. The faculty retain the right to determine acceptability of course work taken by nontraditional methods outside of Indiana University to meet degree requirements.

Professional Program

Courses in the professional program are sequential and, therefore, must be taken in the order specified by the program faculty.

Awards

The program faculty will recommend to the university graduating students with superior academic performance for degrees awarded with distinction. Also, the program may recognize students with outstanding academic and clinical achievement during their professional program at the time of graduation.

Scholarships

For information on scholarships and grants, students should contact the Financial Aid Office. Some hospitals offer financial assistance for students pursuing radiography. Contact the program faculty for further information.

Graduation Requirements

Satisfactory completion of 76/77 credit hours to include 23/24 credit hours of prerequisite and general education courses and 53 credit hours of professional courses. All course work must be completed in compliance with the program's and school's academic and professional policies. Upon successful completion of the program, students are eligible to take the examination of the American Registry of Radiologic Technologists (AART) (www.arrt.org).

Radiography Curriculum

Two-Year Semester Sequence

Summer Session I

- MATH M100 /M119 College Level Mathematics* (3-4 cr.)
- ENG W131 Elementary Composition* (3 cr.)

Total (6-7 cr.)

Summer Session II

- RADS R100 Orientation to Radiologic Technology* (2 cr.)
- RADS R103 Introduction to Clinical Radiography* (2 cr.)
- RADS R181 Clinical Experience I* (1 cr.)
- RADS R185 Medical Terminology* (1 cr.)

Total (6 cr.)

Fall Semester

- RADS R101 Radiographic Procedures* (3 cr.)
- RADS R102 Principles of Radiography I* (3 cr.)
- RADS R182 Clinical Experience II* (4 cr.)
- PHSL P261 Human Anatomy and Physiology I (4 cr.)

Total (14 cr.)

Spring Semester

- RADS R201 Radiographic Procedures II* (3 cr.)
- RADS R202 Principles of Radiography II* (3 cr.)
- RADS R281 Clinical Experience III* (4 cr.)
- PHSL P262 Human Anatomy and Physiology II (4 cr.)

Total (14 cr.)

Summer Sessions

- RADS R282 Clinical Experience IV* (4 cr.)

Total (4 cr.)

Fall Semester

- RADS R205 Radiographic Procedures III* (3 cr.)
- RADS R222 Principles of Radiography III* (3 cr.)
- RADS R250 Physics Applied to Radiology* (3 cr.)
- RADS R283 Clinical Experience V* (4 cr.)
- CSCI A106 Introduction to Computing (3 cr.)

Total (16 cr.)

Spring Semester

- RADS R260 Radiobiology and Protection* (3 cr.)
- RADS R200 Pathology* (3 cr.)
- RADS R290 Comprehensive Experience* (4 cr.)
- PSY P101 Introductory Psychology (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

Total (16 cr.)

*Core Course requires a C (2.0) or better

Total Credit Hours (76 / 77 cr.)

Bachelor of Science - Radiologic Sciences

About the Bachelor of Science - Radiologic Sciences

The B.S. degree in Radiologic Sciences offers individuals the opportunity to pursue three separate concentrations—advanced clinical/health management concentration for the associate degree radiographer, diagnostic medical sonography, and radiation therapy. Diagnostic medical sonography and radiation therapy are open to individuals with either a health professional A.S. degree background or a non-health professions background.

Program Mission and Goals

The BS Program in Radiologic Sciences is designed to prepare graduates for professional careers in the medical field. The program has set forth the following goals:

Goal 1: Students will demonstrate clinical competence.

Student Learning Outcomes:

- Students will demonstrate competence in the discipline-specific skills.
- Students will practice radiation protection, if applicable to the discipline.

Goal 2: Students will demonstrate effective communication skills.

Student Learning Outcomes:

- Students will demonstrate written communication skills.
- Students will demonstrate oral communication skills.

Goal 3: Students will demonstrate critical thinking and problem solving skills.

Student Learning Outcomes:

- Students will detail procedural and technical adaptations for the trauma patient.
- Students will evaluate images for quality, if applicable.

Goal 4: Students will demonstrate professional values.

Student Learning Outcomes:

- Students will demonstrate appropriate professional values in the clinical setting.
- Students will abide by the ethical obligations of the ARRT Code of Ethics.

Goal 5: Students will be involved in professional continuing education activities to instill a desire for lifelong learning.

Student Learning Outcomes:

- Students will participate in professional continuing education.

Goal 6: Students will be involved in the community we serve.

Student Learning Outcomes:

- Student will participate in community service activities.

Goal 7: The program will provide the medical community with radiographers qualified to perform advanced procedures in cardiovascular interventional

technology, computed tomography, magnetic resonance imaging technology and/or picture archiving and communication systems and individuals with entry level skills in 1) diagnostic medical sonography and radiation therapy.

Program Effectiveness Measures:

- Graduates will pass the appropriate certification examination on the 1st attempt.
- Graduates will successfully complete the program in a three year time frame.
- Employers will express confidence in the overall quality of graduates' skills.
- Graduate will express confidence in the overall quality of their skills.
- Of those pursuing employment, students will be gainfully employed within 6 months post-graduation.

Clinical / Health Management Concentration for Radiographers

Within the radiologic sciences profession there is a need for qualified radiographers with the advanced skills necessary to provide patient services in cardiovascular interventional technology, computed tomography, and magnetic resonance imaging. These professionals require unique skills specific to the specialty. Cardiovascular interventional technologists assist physicians in performing diagnostic and therapeutic procedures of the cardiovascular system. These procedures involve the injection of iodinated contrast media to demonstrate diseases of the heart and blood vessels. Computed tomography (CT) technologists image selected planes of the body by combining the use of an X-ray beam and a computer. Magnetic resonance imaging (MRI) technologists utilize a magnetic field along with radio waves to create images of patients' anatomy for interpretation by a physician.

The Bachelor of Science Program in Radiologic Sciences is designed to prepare qualified radiographers with the skills to provide patient services in cardiovascular interventional technology, computed tomography, and magnetic resonance imaging. Students receive a theoretical foundation in all these specialties and select a clinical/health management concentration.

Graduates of the Program

Graduates receive a Bachelor of Science degree and are eligible to take specialty examinations depending on their clinical concentration.

Credentials Required to Practice

R.T.(R) (ARRT) Registered Radiographer.

Indiana Certification Requirements

State certification is required to operate an X-ray machine. The state accepts the ARRT Registry for certification.

Length of the Program

A new class begins the professional course work in the fall semester and completes the professional year at the end of the following spring semester.

Structure of the Professional Program

Classes are held during the day. Clinical experience is scheduled in cooperation with the clinical site with most experience during normal daytime hours.

Design of the Professional Curriculum

Lectures and clinical experiences are integrated throughout the two semesters.

Opportunity for Students to Work

Students may be employed as radiographers at local area hospitals. Students may find full-time employment during the professional year difficult.

Description of Facilities

The radiologic sciences classroom and offices are located in the Dunes Medical/ Professional Building at IU Northwest. Clinical experience is provided at local area hospitals.

Admission Policies

General Information

Admission to the professional year is competitive. Students are selected based on their previous academic background, and evidence of registration or registration eligibility with the American Registry of Radiologic Technologists (ARRT). Students will need to select an area of clinical or health management concentrations. There are a limited number of spaces available in each clinical concentration.

Class Size

Class size is restricted by the number of clinical sites available. An attempt will be made to place all qualified applicants.

Specific Requirements

The following admission policies, in addition to the CHHS admission policies, apply to the Clinical/Health Management concentration.

Application Deadline

January 15 of the year the student wishes to begin the professional year.

Total Number of Prerequisite Credit Hours

95 credit hours.

Limitations of Course Work

Remedial course work will not count as credit hours toward the degree or for purposes of calculation of a grade point average during the admission process.

Seven Year Limit

Anatomy and Physiology I and II have a 7 year age limit between completion and time of admission. Students may opt to take the course again or challenge the course by departmental examination. Registered technologists are exempt from this requirement.

Repeated Courses

In order to qualify for admission and/or progression, the student must pass the required arts and sciences coursework by the second completed attempt.

Minimum Cumulative Grade Point Average

2.3 on a 4.0 scale at the time of the interview.

Minimum Grade Requirement in a Stated Prerequisite

C (2.0 on a 4.0 scale).

Interview

Qualified applicants may be asked to participate in an interview.

Essential Abilities

Students must meet the list of essential abilities (technical standards) for admission to the program. The list of essential abilities is mailed to all program applicants. A link to the Essential Abilities/ Technical Standards for the Clinical/Health Management Concentration for Radiographers can be found on the IUN website at <http://www.iun.edu/radiologic-sciences/degrees/bs-radiologic-sciences.htm> under the Degrees and Programs tab.

Health Requirements

Students are required to show proof that they have met the immunization, physical examination and laboratory examination requirements for the program as well as CPR certification. Specific information is provided to all accepted students prior to enrolling in clinical course work.

Criminal History Check

A criminal history check is required prior to beginning clinical experience. A positive background check may make a student ineligible for clinical course work.

Drug Screening Policy

Students may be required to have a drug screen prior to attending clinical experience or it may be required on demand under certain situations in the clinical site. A positive drug screen will result in removal from the clinical site and possible dismissal from the program.

Experience

While radiography experience beyond the initial radiography program is not required, it is recommended.

Concentration Course Work Options

The Clinical Concentration prepares qualified radiographers for advanced skills in 1) cardiovascular interventional technology, 2) computed tomography, and 3) magnetic resonance imaging technology. The Health Management Concentration helps prepare radiographers for supervisory roles within the health care environment.

Students receive a theoretical foundation in these advanced imaging specialties and then select a clinical concentration and / or a health management concentration. Clinical experience is obtained at local hospitals throughout northwest Indiana. Health management concentration course work is offered through the School of Public and Environmental Affairs (SPEA).

Students may select from any of the following courses to complete their 12 credit hours of concentration course work. Students interested in advanced clinical skills are encouraged to enroll in the Clinical Concentration courses. For every 1 credit hour of clinical course work, students spend 60 hours per semester in the clinical environment learning the advanced skills. Students interested in supervisory roles are encouraged to take 12 credit hours of the health management concentration course work. Students may elect to combine these two concentrations to equal 12 credit hours total.

Clinical Concentration Courses (0-12 Credit Hours Total)

- R481 Clinical Practicum: Vascular Imaging (1-12 cr).
- R482 Clinical Practicum: Computed Tomography (1-12 cr.)

- R483 Clinical Practicum: Magnetic Resonance Imaging (1-12 cr.)

Curriculum Prerequisites

Prior to entering the program, students must complete the following minimum prerequisites (for a total of 95 cr.). Prerequisites may be taken at any accredited college or university. The code (G) indicates a course that meets the school's general-education requirements.

- Oral communication (G) (3 cr.) S121
- Written communication (G) (6 cr.) (W131 and second intensive writing course)
- Arts and Humanities electives (G) (3 cr.)
- Cultural and Historical Studies electives (G) (3 cr.)
- Introductory psychology (G) (3 cr.)
- An additional Arts and Humanities or Cultural and Historical studies electives (3 cr.)
- Social/Behavioral science elective (G) (3 cr.)
- Computer science elective (3 cr.)
- College-level mathematics (G) (3-5 cr.)
- Statistics course (G) (3 cr.)
- Human anatomy and physiology with lab (G)(8 cr.)
- Professional radiography course work/elective (40-48 cr.)

Special Credit/Transfer Policy

Students seeking to transfer credit or receive special credit for radiography course work taken in a non-credit-awarding radiography program that has been accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) (www.jrcert.org) should contact the program director for additional information and counseling.

Professional Program

The professional program consists of 30 credit hours of 400-level courses.

Courses in the professional senior year are sequential. Therefore, the following courses must be taken in the order specified by the program faculty.

- Fall Semester
 - AHLT R404 Sectional Imaging Anatomy (3 cr.)
 - AHLT R405 Advanced Diagnostic Imaging I (3 cr.)
 - AHLT R408 Topics in Radiologic Sciences (3 cr.)
 - Concentration Course Work (6 cr.)
- Spring Semester
 - AHLT R406 Advanced Diagnostic Imaging II (3 cr.)
 - AHLT R414 Sectional Imaging Pathology (3 cr.)
 - AHLT R409 Senior Project in Medical Imaging Technology (3 cr.)
 - Concentration Course Work (6 cr.)

Total (30 cr.)

Graduation Requirements

The AS Radiography Program has been approved as a 77 credit hour AS degree by the Indiana Commission for Higher Education. As a result, the BS Radiologic

Sciences Clinical Concentration for Radiographers requires a minimum of 125 hours.

Satisfactory completion of 125 credit hours to include 95 credit hours of prerequisite and general-education courses and 30 credit hours of professional courses.

All professional courses must be completed with a C (2.0) or higher. All course work must be completed in compliance with the program's and school's academic and professional policies.

Diagnostic Medical Sonography Concentration

Description of the Profession

Within the radiologic sciences profession, there is a need for qualified diagnostic medical sonographers. These professionals require unique skills specific to the field of ultrasonography. Under the direction of a radiologist, the diagnostic medical sonographer is concerned with the proper operation of the ultrasound equipment and preparation of patients for various types of diagnostic procedures.

Upon request of a physician, the diagnostic medical sonographer examines various parts of the body by using sound waves. This imaging technique may reveal evidence of disease, injury, or other significant medical information.

Graduates of the Program

Graduates receive a Bachelor of Science degree and are eligible to take the Sonography Principles and Instrumentation, Abdomen /Small Parts, and OB/Gyn exams offered by the American Registry of Diagnostic Medical Sonography (ARDMS).

Length of the Program

A new class begins the professional course work in summer session II for non-health care students and in the fall semester for the health care student. This program will complete their professional portion at the end of the following fall semester.

Structure of the Professional Program

Classes are held during the day. Clinical experience is scheduled in cooperation with the clinical site and are also during normal daytime hours.

Design of the Professional Curriculum

Lectures, lab, and clinical experiences are integrated throughout the program.

Opportunity for Students to Work

Students may find full-time employment during the professional year difficult.

Description of Facilities

The classroom and offices of the Radiologic Sciences—DMS Concentration Program are located in the Dunes Medical/ Professional Building at IU Northwest. Clinical experience is provided at local hospitals.

Admission Policies

Admission to the professional year is competitive. Students are selected based on their previous academic background, a personal interview, and evidence of registration if applying under the health care professional background.

Class Size

Class size is restricted by the number of clinical sites available.

Specific Requirements

The following admission policies apply to the Diagnostic Medical Sonography Program, in addition to the CHHS admission policies.

Application Deadline

January 15 of the year the student wishes to begin the professional year.

Total Number of Prerequisite Credit Hours

70 credit hours

Limitations of Course Work

Remedial course work will not count as credit hours toward the degree or for purposes of calculation of a grade point average during the admission process.

Seven Year Limit

Anatomy and Physiology I and II have a 7 year age limit between completion and time of admission. Students may opt to take the course again or challenge the course by departmental examination. Credentialed health care professionals are exempt from this requirement.

Repeated Courses

In order to qualify for admission and/or progression, the student must pass the required arts and sciences coursework by the second completed attempt

Minimum Cumulative Grade Point Average

2.3 on a 4.0 scale at the time of the interview.

Minimum Grade Requirement in a Stated Prerequisite

C (2.0 on a 4.0 scale)

Interview

All qualified applicants must participate in an interview. Interviews are held in May.

Essential Abilities

Students must meet the list of essential abilities (technical standards) for admission to the program. The list of essential abilities is mailed to all program applicants. A link to the Essential Abilities/ Technical Standards for the Diagnostic Medical Sonography Concentration can be found on the IUN website at <http://www.iun.edu/radiologic-sciences/degrees/bs-diagnostic-medical-sonography.htm> under the Degrees and Programs tab.

Health Requirements

Students are required to show proof that they have met the immunization, physical examination and laboratory examination requirements for the program as well as CPR certification. Specific information is provided to all accepted students prior to enrolling in clinical course work.

Criminal History Check

A criminal history check is required prior to beginning clinical experience. A positive background check may make a student ineligible for clinical course work.

Drug Screening Policy

Students may be required to have a drug screen prior to attending clinical experience or it may be required on demand under certain situations in the clinical site. A

positive drug screen will result in removal from the clinical site and possible dismissal from the program.

Curriculum Prerequisites

Prior to entering the program, students must complete the following minimum prerequisites. Prerequisites may be taken at any accredited college or university. The code (G) indicates a course that meets the campus general-education requirements.

- Oral communication (G) (3 cr.) (S121)
- Written communication (G) (6 cr.) (W131 and second intensive writing course)
- Arts and Humanities electives (G) (3 cr.)
- Cultural and Historical Studies electives (G) (3 cr.)
- An additional Arts and Humanities or Cultural and Historical studies elective (3 cr.)
- Introductory psychology (G) (3 cr.)
- Social/Behavioral science elective (3 cr.)
- Computer science elective (G) (3 cr.)
- College-level mathematics (G) (3-4 cr.)
- Statistics course (G) (3 cr.)
- Human anatomy and psychology with lab (G) (8 cr.)
- General or radiologic physics (3 cr.)
- Health Professions course work or electives

Total minimum number of credit hours - 70

Diagnostic Medical Sonography Curriculum

Summer Semester II (Non-Health Professionals Only)

RADS R100 Orientation to Radiologic Technology (2 cr.)

RADS R185 Medical Terminology (1 cr.)

Total 3 cr.

Fall Semester

RADS R404 Sectional Imaging Anatomy (3 cr.)

RADS R408 Topics in Radiologic Sciences (3 cr.)

RADS R490 Fundamentals of Ultrasound (4 cr.)

Total 10 cr.

Spring Semester

RADS R491 DMS Imaging-Abdomen/Sm Pts (5 cr.)

RADS R492 DMS Imaging-OB/Gyne (5 cr.)

RADS R494 DMS Clinical Practicum I (6 cr.)

Total 16 cr.

Summer Semester

RADS R495 DMS Clinical Practicum II (6 cr.)

Total 6 cr.

Fall Semester

RADS R409 Senior Project in Medical Imaging Tech. (3 cr.)

RADS R493 Ultrasound Physics (4 cr.)

RADS R496 DMS Clinical Practicum III (8 cr.)

Total 15 cr.

TOTAL 50 cr.

Graduation Requirements

Satisfactory Completion of 120 credit hours to include 70 credit hours of prerequisite and general-education courses and 50 credit hours of professional courses. All professional courses must be completed in compliance

with the program's and school's academic and professional policies.

Radiation Therapy Concentration

The educational program in radiation therapy accepts students every other year (odd years).

Description of the Profession

Radiation therapy involves the use of different forms of ionizing radiation for the treatment of benign and malignant tumors. Radiation therapists administer the prescribed dose of ionizing radiation to specific sites of the patient's body as directed by the physician. They operate varied types of equipment, including high energy linear accelerators, and work with radioactive materials. In addition, radiation therapists observe the clinical progress of the patient undergoing radiation therapy.

Program Goals and Learning Outcomes

The Radiation Therapy Program has set forth the following goals and learning outcomes:

Goal 1: Students will demonstrate clinical competence.

Student Learning Outcomes:

- Students will be competent in positioning patients.
- Students will accurately perform technical aspects of treatment delivery.
- Students will practice radiation protection.

Goal 2: Students will demonstrate effective communication skills.

Student Learning Outcomes:

- Students will demonstrate oral communication skills.
- Students will demonstrate written communication skills.

Goal 3: Students will demonstrate critical thinking and problem solving skills.

Student Learning Outcomes:

- Students will be able to adapt to non-routine situations.
- Students will establish resolution and rationale for challenging circumstances that they may encounter.

Goal 4: Students will demonstrate professional values.

Student Learning Outcomes:

- Students will demonstrate appropriate professional values in the clinical setting.
- Students will detail the ethical obligations described in the ARRT Code of Ethics.

Goal 5: Students will be involved in professional continuing education activities to instill a desire for lifelong learning.

Student Learning Outcomes:

- Students participate in professional continuing education activities.

Goal 6: Students will be involved in the community we serve.

Student Learning Outcomes:

- Student will participate in community service activities.

Goal 7: The program will provide the medical community with individuals qualified to perform radiation therapy procedures.**Program Effectiveness Measures:**

- Graduates will pass the ARRT exam on first attempt.
- Graduate will express confidence in the overall quality of their skills.
- Employers will express confidence in the overall quality of the graduate's skills.
- Of those pursuing employment, graduates will be gainfully employed within 6 months post-graduation
- Students will successfully complete the program in the two year time frame.

Assessment data for the Radiation Therapy Program's Effective Measures described in Goal #7 are available for review by way of a link on the IUN website at <http://www.iun.edu/radiologic-sciences/degrees/bs-radiation-therapy.htm>.

Graduates of the Program

The Radiation Therapy Program is designed to prepare graduates to meet the scope of practice standards for radiation therapy. Upon completion of the program, graduates are eligible to take the radiation therapy certification examination given by the American Registry of Radiologic Technologists (ARRT). Having successfully passed this exam, certificate holders are classified as registered radiation therapists, R.T.(T) (ARRT). State certification is required to operate radiation therapy equipment. The state accepts the ARRT Registry for certification.

Length of the Program

The radiation therapy program is a four-year baccalaureate degree program composed of 52 credit hours of prerequisite and general education requirements and a professional core in the junior and senior years of 68 credit hours.

Design of the Professional Curriculum

The curriculum follows a pattern that trains the student to become skilled in the performance of radiation therapy procedures. Courses in radiologic principles, technical courses in radiation therapy, clinical application of theory, and general education are included in the curriculum. Lectures, lab, and clinical experiences are integrated throughout the program.

Structure of the Professional program

Classes are held during the day. Clinical experience is scheduled in cooperation with the clinical site with experience during normal daytime hours.

Opportunity for Students to Work

Students may find full-time employment during the professional program difficult.

Description of Facilities

The Radiation Therapy Program offices and classrooms are located in the Dunes Medical/ Professional Building at IU Northwest. Clinical experiences have been planned in local hospitals, including the Community Hospital in

Munster; Ingalls Hospital in Harvey, Illinois; Memorial Hospital in South Bend; Methodist Hospital of Gary, Inc., in Merrillville; Michiana Hematology Oncology, PC in Mishawaka and Westville, Franciscan St. James Health in Olympia Fields, IL; and Franciscan St. Margaret Health in Hammond, and Dyer. The Michiana Hematology Oncology PC, Mishawaka clinical site is approximately 75 miles from campus.

Accreditation

The Radiation Therapy Program is approved by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182; phone (312) 704-5300; www.jrcert.org.

Admission Policies**General Information**

Students may apply for admission to the Radiation Therapy Program after qualifying for regular admission to Indiana University.

Criteria Used for Selection of Class

Admission to the program is based upon each applicant's college course work and a personal interview.

Class Size

Class size is restricted by the number of clinical sites available.

Specific Requirements

The following admission policies apply to the Radiation Therapy Program, in addition to the CHHS admissions policies.

Application Deadline

January 15 of the year the student wishes to begin the professional year.

Total number of Prerequisite Credit Hours

52 credit hours

Limitations of Course Work

Remedial course work will not count as credit hours toward the degree or for the purposes of calculation of a grade point average during the admission process.

Seven Year Limit

Anatomy and Physiology I and II have a 7 year age limit between completion and time of admission. Students may opt to take the course again or challenge the course by departmental examination. Credentialed health care professionals are exempt from this requirement.

Repeated Courses

In order to qualify for admission and/or progression, the student must pass the required arts and sciences coursework by the second completed attempt.

Minimum Cumulative Grade Point Average

2.3 on a 4.0 scale. This requirement is applied at the time of interview.

Minimum Grade Requirement in a stated Prerequisite

C (2.0 on a 4.0 scale)

Interview

A personal interview is required. If, however, the number of applications to the program far exceeds the number of positions available, the program's admission committee reserves the right to limit the number of applicants to be

interview to two times the number of positions available in the class.

Essential Abilities

Students must meet the list of essential abilities (technical standards) for admission to the program. The list of essential abilities is mailed to all program applicants. A link to the Essential Abilities Technical Standards for the Radiation Therapy Concentration can be found on the IUN website at <http://www.iun.edu/radiologic-sciences/degrees/bs-radiation-therapy.htm> under the Degrees and Programs tab.

Health Requirements

Students are required to show proof that they have met the immunization, physical examination and laboratory examination requirements for the program as well as CPR certification. Specific information is provided to all accepted students prior to enrolling in clinical course.

Criminal History Check

A criminal history check is required prior to beginning clinical experience. A positive background check may make a student ineligible for clinical course work.

Drug Screening Policy

Students may be required to have a drug screen prior to attending clinical experience or it may be required on demand under certain situations in the clinical site. A positive drug screen will result in removal from the clinical site and possible dismissal from the program.

Volunteer Experience

The student is encouraged to observe in a radiation oncology facility prior to the interview.

Curriculum Prerequisites

Prior to entering the program, students must complete the following minimum prerequisites. Prerequisites may be taken at any accredited college or university. The code (G) indicates a course that meets the school's general-education requirements.

- Oral communication (G) (3 cr.) (S121)
- Written communication (G) (6 cr.) (W131 and second intensive writing course)
- Arts and Humanities electives (G) (3 cr.)
- Cultural and Historical Studies electives (G) (3 cr.)
- An additional Arts and Humanities or Cultural and Historical studies elective (3 cr.)
- Introductory psychology (G) (3 cr.)
- Social/Behavioral science elective (G) (3 cr.)
- Computer science elective (3 cr.)
- College-level mathematics (G) (3-4 cr.)
- Statistics course (G) (3 cr.)
- Human anatomy and physiology with lab (G) (8 cr.)
- Professional radiography course work or electives

Total minimum number of credit hours - 52 cr.

Special Credit/Transfer Policy

Students seeking to transfer credit or receive special credit for radiography course work taken in a non-credit-awarding radiography program that has been accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) (www.jrcert.org) should contact the program director for additional information and advising.

Radiation Therapy Curriculum

Summer Session II (for Non-Radiographers only)

RADS R100 Orientation to Radiologic Technology (2 cr.)
 RADS R185 Medical Terminology (1 cr.)
 RADS R181 Clinical Experience in Radiography I (1 cr.)
 Total 4 cr.

Fall Semester

RADS R250 Physics Applied to Radiology (3 cr.)
 RADS J205 Medical Imaging Anatomy (2 cr.)
 RADS J301 Orientation to Radiation Oncology (4 cr.)
 RADS J304 Radiation Oncology Patient Care (2 cr.)
 RADS J350 Clinical Experience I (4 cr.)
 Total 15 cr.

Spring Semester

RADS R200 Pathology (3 cr.)
 RADS R260 Radiation Biology and Protection (3 cr.)
 RADS J302 Radiation Oncology Techniques (3 cr.)
 RADS J351 Clinical Practicum II (4 cr.)
 Total 13 cr.

Summer Semester

RADS J402 Radiation Oncology Techniques II (3 cr.)
 RADS J450 Clinical Practicum III (4 cr.)
 Total 7 cr.

Fall Semester

RADS J303 Clinical Oncology I (3 cr.)
 RADS J305 Clinical Dosimetry (3 cr.)
 RADS J400 Physics of Radiation Oncology I (3 cr.)
 RADS J451 Clinical Practicum IV (4 cr.)
 Total 13 cr.

Spring Semester

RADS J401 Physics of Radiation Oncology II (3 cr.)
 RADS J403 Clinical Oncology II (3 cr.)
 RADS J404 Quality Management in Radiation Oncology* (3 cr.)
 RADS J409 Senior Project in Radiation Oncology (3 cr.)
 RADS J452 Clinical Practicum V (4 cr.)
 Total 16 cr.

Total Credit Hours for Concentration - 68 cr.

Graduation Requirements

Satisfactory completion of 120 credit hours to include 52 credit hours of prerequisite and general-education courses and 68 credit hours of professional courses. All professional courses must be completed with a C (2.0) or higher. All course work must be completed in compliance with the program's and school's academic and professional policies.

Division of Social Work

Administrative Officer

Darlene Lynch, Ph.D., LCSW. *Professor of Social Work and Director*

Web site: www.iun.edu/social-work/ **Phone:** (219) 980-7111

Overview

General Information

The Division of Social Work is a collaborative effort of the Indiana University School of Social Work and Indiana University Northwest. Both the Master of Social

Work (M.S.W.) and Bachelor of Social Work (B.S.W.) degrees are offered on the IUN campus. The Master of Social Work is available on a three or four year part time schedule designed to meet the needs of working professionals in Northwest Indiana. The Bachelor of Social Work is offered on a full time or part time schedule.

Graduates of the school move into a broad variety of social service settings, including those concerned with aging, family and child welfare, corrections, mental and physical health, and adjustment in schools. In anticipation of such professional activities, the school provides field instruction placements throughout the state where students engage in services to individuals, groups, families, communities, and organizations or function in leadership roles.

The Bachelor of Social Work (B.S.W.) program prepares students for generalist social work practice. The Master of Social Work (M.S.W.) program prepares graduate students for advanced social work practice in an area of specialization. Although the degree programs vary in their emphasis and levels of complexity, the school's curricula embody features that are systemic in their educational effects: The total curriculum articulates the relationship of the undergraduate and graduate levels as components of a continuum in education for social services.

- The mechanisms of instruction provide opportunities for a range of experiences in substantive areas of interest to students and of importance to society.
- The curriculum focuses on problem-solving and strength-enhancing experiences that involve the classroom and field experience.
- Excellent library and technology resources make social work students effective users of social science information.
- An exploration of educational procedures and arrangements optimizes effective training, including institutional self-study of the entire curriculum as well as the exploration of specific educational tools.

As part of the Indiana University School of Social Work, the IUN program is accredited by the Council on Social Work Education. The Council is the national body authorized to accredit the baccalaureate and graduate level social work programs in this country and to assure student exposure to a quality professional educational experience. The Council conducts its accrediting responsibilities through the Commission on Accreditation.

After initial accreditation, all the programs must be reaccredited every eight years. For information on the Council on Social Work Education, including the national accredited program list, contact:

Council on Social Work Education

1725 Duke Street, Suite 500

Alexandria, Virginia 22314-3457

Telephone: (703) 683-8080 or

visit

the website at <http://www.cswe.org>.

The School is a member of the International Association of Schools of Social Work. The School's administrators are active participants in the National Association of Deans and Directors of Schools of Social Work, the Association of Baccalaureate Social Work Program Directors and the

Group for the Advancement of Doctoral Education, among others.

Indiana University School of Social Work Vision and Mission Statements

As an overall guide to its educational activities, the Indiana University School of Social Work holds the following as its mission and vision statements:

The mission of the Indiana University School of Social Work is excellence in education, research, and service to promote health, wellbeing, and social and economic justice in a diverse world. Vision: An exemplary university and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape.

Policy on Non-Discrimination

Based on tradition of the social work profession, and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, gender, socio-economic status, marital status, national or ethnic origin, age, religion/creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as a strength. This perspective is demonstrated by the composition of its faculty and student body, curriculum content, recruitment and retention activities, participation in University committees dealing with oppressed populations, numerous service activities, including advocacy on behalf of the disadvantaged, selection of field practicum sites, and School policies related to promotion and tenure of its faculty.

Academic Regulations and Policies Phi Alpha National Social Work Honor Society

The purpose of Phi Alpha National Social Work Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work. Information on selection processes is available from the Director of the School of Social Work on the IU Northwest Campus.

Students' Rights and Responsibilities

IUSSW students in social work programs have a right to participate in decision-making activities about the school. Students regularly contribute to the continued development and growth of our programs. Indeed, the school values students' input in several critical areas: faculty and course evaluations, school committee work, student field placements and others.

All students enrolled at the School of Social Work have an opportunity each semester to evaluate their courses and instructors. At the end of each course, students are given standardized faculty evaluation forms to complete. These evaluations are confidential, and the results are computer generated. The evaluations are returned to the faculty to use for strengthening content, teaching, and learning methods to improve instruction.

Through their elected and/or volunteer representatives, students provide input to and learn from B.S.W. and M.S.W. program committees and various others that might be convened throughout the year. Student representatives are viewed as valuable members of these committees.

Each student has the opportunity to have input into the selection of his or her field practicum assignments. The field practicum coordinator works closely with students to negotiate suitable placements.

Students have the right to provide feedback about school policies and procedures as well as the behavior of faculty and staff members. In providing either positive or critical feedback, students are expected to follow professional social work norms, values, and ethics. For example, students who believe that a faculty or staff member's behavior is discourteous or ineffective should discuss the concern directly with the person or people in question. Students who have reason to believe addressing the person directly would place them in some jeopardy should register the concern with the director of the program, who will address and respond to the issue.

Students, who believe that they have been treated unfairly or unprofessionally by a faculty or staff member, or that a policy or procedure is unjust or unwise, may submit in writing a formal grievance petition to the dean of the school. Grievance petitions are reserved for those issues or incidences that warrant formal investigation and full exploration. Such petitions should be submitted in a professional manner, consistent with social work norms, values, and ethics.

Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation have established complaint procedures available in the Indiana University *Code of Student Rights, Responsibilities, and Conduct*.

Academic and Scholarly Guidelines

Students admitted to the Indiana University School of Social Work have already demonstrated potential for superior academic work. Most students are therefore very familiar and comfortable with high academic and scholarly standards. Obviously, students are expected to attend face-to-face, online, and classroom and practicum course meetings. Regular attendance is viewed as the responsibility of each social work student. Active participation in course activities is the expected norm. In participating, it is expected that students reflect interest in, and respect for, their colleagues in a manner that is congruent with the values, ethics, and skills of the profession, and those of the Student Code of Conduct.

In written assignments, students are expected to prepare documents in a scholarly and professional manner. Submissions should be typewritten in double-spaced format and carefully edited for spelling and grammar. All direct quotations, paraphrases, empirical research findings, and other restatements of the research, scholarship, or creative work of others must be appropriately annotated using the standard bibliographic citation methods set out in the most recent edition of the *Publication Manual of the American Psychological Association (APA)*. The APA manual serves as the guide

for style and format of all papers submitted in the School of Social Work.

Social work graduates require well-developed and refined communication skills, including the use of the written word. Writing well helps graduates communicate information accurately and concisely. For this reason, formal writing assignments in social work courses are evaluated on the basis of both the quality of the scholarly content and the quality of its presentation.

Electronic Communication

Students are expected to follow appropriate e-mail etiquette when communicating with faculty, staff, and peers. Correct grammar is expected at all times. Inappropriate use of e-mail will be grounds for student review. For specific guidelines, please visit informationpolicy.iu.edu/policies/.

Academic Misconduct

Indiana University School of Social Work and/or the university may discipline a student for academic misconduct defined as any activity that tends to compromise the academic integrity of the institution and undermine the educational process. Academic misconduct includes, but is not limited to, the following:

1. Cheating

a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized such assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.

b. A student must not use another person as a substitute in the taking of an examination or quiz.

c. A student must not steal examinations or other course materials.

d. A student must not allow others to conduct research or to prepare any work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.

e. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's own individual work.

f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.

h. A student must not alter a grade or score in any way.

2. Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written
- b. Paraphrases another person's words, either oral or written
- c. Uses another person's idea, opinion, or theory
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge

4. Interference

- a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
- b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. Violation of Course Rules

A student must not violate course rules as contained in a course syllabus or other information provided to the student.

6. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

Professional Requirements

Students are expected to behave in a manner consistent with the *Indiana University Code of Student Rights, Responsibilities, and Conduct Handbook*, the *Code of Ethics of the National Association of Social Workers*, and other professional guidelines established in the B.S.W. and M.S.W. Handbooks. Refer to the section below that outlines some examples of conduct that violates professional and ethical standards.

Criminal Offense Disclosure and Sexual Offenders Policy

As part of the application process, students provide a disclosure statement regarding past criminal offenses and driving infractions. Master and Bachelor of Social Work graduates are eligible to apply for legal licensure by the State of Indiana. While such disclosures does not preempt an admissions decision for either the BSW or MSW program, admitted students must realize that a criminal history and past driving infractions may impose limitations for students and professionals attempting to obtain field placements, employment in certain practice settings, and eligibility for licensure.

It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offenses against children shall be eligible for admission or matriculation into the B.S.W., M.S.W. or Ph.D. programs.

Any student who is already in an IUSSW program and whose name appears on the Registry during the time of matriculation, or has been convicted of an offense for

which the student can be listed on the Registry, shall be ineligible for continuation or completion of the B.S. W. or M.S.W. degree. Any faculty member, student, field instructor, or other person within the school who becomes aware of such a situation should bring it to the attention of the respective program director for appropriate action.

This policy and the right of appeal is discussed further in the section on Students' Rights and Responsibilities.

Educational Requirements

Students are admitted to the undergraduate (B.S.W.) and graduate (M.S.W.) programs on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the B.S.W. and M.S.W. program are expected to maintain the standards established by the School of Social Work and those held by the social work profession. In order to detect possible problems, the School of Social Work reviews students' performance periodically.

The Bachelor of Social Work and the Master of Social Work degrees are recommended by the school and conferred by the university. Undergraduate students must successfully complete 120 credit hours of general education and required social work courses. Graduate students must successfully complete 60 credit hours of required and elective courses carrying graduate credit. Each student is expected to follow the university and school schedules and dates for completion of requirements. Graduate students must complete all work within five calendar years from the time of first enrollment.

M.S.W. Academic Standard

For continuation in and graduation from the program, students are required to:

1. earn at least a "C" in each Social Work course;
2. maintain a minimum 3.0 cumulative GPA in Social Work courses;
3. have satisfactorily fulfilled any and all contracts for grades of Incomplete (see policy on Grades of Incomplete)
4. Earn a grade of "C" in S555 Practicum I and a grade of "Satisfactory" in S 651, Practicum II and S652, Practicum II.

B.S.W. Academic Requirements

For continuation in and graduation from the program, students are required to:

1. earn at least a "C" in each Social Work course;
2. maintain a minimum 2.5 cumulative GPA in Social Work courses;
3. maintain an overall cumulative grade point average of 2.5
4. have satisfactorily fulfilled any and all contracts for grades of Incomplete (see policy on Grades of Incomplete)
5. Earn a grade of "Satisfactory" in S 481, Practicum I and S482, Practicum II.

Criminal Offense Disclosure and Sexual Offenders Policy

As part of the application process, students provide a disclosure statement regarding past criminal offenses and

driving infractions. Master and Bachelor of Social Work graduates are eligible to apply for legal licensure by the State of Indiana. While such disclosures does not preempt an admissions decision for either the BSW or MSW program, admitted students must realize that a criminal history and past driving infractions may impose limitations for students and professionals attempting to obtain field placements, employment in certain practice settings, and eligibility for licensure.

It is the policy of the School of Social Work that no student or applicant who has been convicted of sex offences against children shall be eligible for admission or matriculation into the B.S.W., M.S.W. or Ph.D. programs.

Any student who is already in an IUSSW program and whose name appears on the Registry during the time of matriculation, or has been convicted of an offense for which the student can be listed on the Registry, shall be ineligible for continuation or completion of the B.S.W. or M.S.W. degree. Any faculty member, student, field instructor, or other person within the school who becomes aware of such a situation should bring it to the attention of the respective program director for appropriate action.

This policy and the right of appeal is discussed further in the section on Students' Rights and Responsibilities.

Liability Insurance Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's tuition fees.

Credit for Life Experience Academic credit for life experience and previous work experience is not given in whole or part towards the social work degree.

Bachelor of Social Work General Information

The B.S.W. program was brought to the Indiana University Northwest campus in 2010 and graduated its first class in 2012.

This four-year degree program prepares students for generalist social work practice. It helps students develop the competence to apply knowledge, values, and skills to practice with individuals, small groups, organizations, and communities. The program also prepares students for graduate education. The B.S.W. degree equips the practitioner to work with people who are encountering challenges related to personal or social circumstances. In addition, qualified graduates may apply for advanced standing to the IU School of Social Work or other M.S.W. programs nationwide. Following the equivalent of a minimum of two postgraduate years of supervised social work practice experience, B.S.W. graduates of IU are eligible to apply for licensure by the state of Indiana. Upon successful completion of licensing requirements, the Indiana State Health Professions Bureau designates the B.S.W. graduate a Licensed Social Worker (L.S.W.).

B.S.W. Program Mission and Vision

In 2011, the School of Social Work BSW Program reaffirmed its mission and vision. The educational mission of the Bachelor of Social Work program of Indiana University is to prepare students for generalist social work practice with vulnerable people in Indiana and beyond and prepare graduates as critical thinkers and lifelong learners, who reflect a global perspective, recognize strengths,

enhance opportunities, create change, and contribute to the empowerment of the people they serve.

The BSW Program's vision is to be a leader in preparing social workers for strengths-based generalist social work practice with vulnerable populations. As stated in the BSW Student Handbook, the BSW Program is committed to high standards for educational delivery and achievement; the core values of the profession (service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence); diversity among students, faculty, and staff; and, development, dissemination, and assessment of effective practices.

The B.S.W. degree is offered on the Indianapolis (IUPUI), Bloomington (IUB), Gary (IUN), Richmond (IUE) and South Bend (SB) campuses. Students in the B.S.W. Program must complete all sophomore and junior social work courses and achieve senior standing before enrolling in the senior social work courses.

For specific information regarding the B.S.W. Program at IU Northwest, contact

B.S.W. Program

Indiana University Northwest
3400 Broadway
Gary, IN 46408-1197
Telephone: (219) 980-7111
E-mail: atamburr@iun.edu

BSW Scholars Program (Title IV-E)

The Title IV-E Program is offered to students involved in the Indiana Partnership for Social Work Education in Child Welfare, funded in part by Title IV-E. The program provides training and financial support for seniors pursuing a career in protective services through the Indiana Department of Child Services. Students apply for this program in the junior year with the final selections made by the Department of Child Services. Students begin the program by enrolling in a required course in their junior year and begin their practicum within the Department of Child Services in the senior year.

Bachelor of Social Work Admission Admission Requirements

Enrollment in the B.S.W. program requires formal admission to the School of Social Work. The following are the minimum requirements for admission consideration:

- Regular admission to the university.
- Completion of a minimum of 12 credit hours. Although advanced students may also apply.
- Satisfactory completion (grade of C or higher) of the required course S141 Introduction to Social Work.
- A minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale.
- Evidence of characteristics or potential required for competent social work practitioners as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, pertinent work or volunteer experience, and performance in S141 Introduction to Social Work.

While the B.S.W. Program uses a rolling admissions policy, applicants, to ensure a timely review of their applications, should submit completed applications in the

fall by the Monday after Thanksgiving and in the spring by April 15th. Admission information may be obtained from:

B.S.W. Admissions
Division of Social Work
Indiana University Northwest
Telephone: (219) 980-7111
darlync@iun.edu

Transfer Students Students transferring from another four year accredited academic institution or a community college into Indiana University have their transcripts evaluated by the University Admissions office in relation to their progress toward meeting general education and supportive area degree requirements. In most instances, the University Admissions office assessment is accepted in relation to general and supportive area course requirements.

All social work courses beyond the introductory level must be taken in an accredited social work program. Transfer courses taken at another accredited BSW program must also meet Indiana University's academic standards (an earned letter grade of "C" or better), and be judged as equivalent to the School of Social Work's required social work courses by the campus Program Director on the campus where students are applying for admission.

Ivy Tech Transfer Students

The Indiana University School of Social Work welcomes students who are transferring from Ivy Tech community college campuses. Ivy Tech students, who have earned the associates degree in human services, are prepared to complete the four-year BSW degree at the Indiana University School of Social Work.

Students currently enrolled at Ivy Tech are encouraged to plan ahead prior to transferring to an IUSSW BSW program by calling or meeting with the campus Program Director. Early planning can ensure a smoother transfer process.

Bachelor of Social Work Curriculum Educational Requirements

A minimum of 120 credit hours is required for the B.S.W. degree. In addition to social work courses and electives, the following outlines the general liberal arts requirements.

Of these, 52 credit hours are social works courses and 36-38 credit hours are devoted to supportive liberal arts courses.

General education courses requirements vary by campus. Students enrolled at the IU Northwest campus must meet the campus's general education requirements.

General Education Requirements (8 courses)*

1. English Composition (ENG W131 and ENG W231)
2. Modern American History (HIST H106)
3. Course designated as arts and humanities courses from the following departments:
 - African American Studies
 - Anthropology
 - Communication
 - English (excluding the basic composition course)
 - Fine Arts
 - French (300 level and above)

- History
- Music (non-performance courses)
- Philosophy
- Religious Studies
- Spanish (200 level and above)
- Theatre
- Women's Studies

4. Human Biology
 - One course in human biological sciences
5. Mathematics (M100 level or above)
6. Physical Science with a Lab

Supportive Area Requirements (4 courses)

1. American Government (POLS Y103)
2. Introductory Psychology
3. 300-level psychology or sociology course
4. Introduction to Sociology (SOC S161)

Social Work Requirements (17 courses)

- S102 Understanding Diversity in a Pluralistic Society (3 cr.)
S141 Introduction to Social Work (3 cr.)
S221 Growth and Human Development in the Social Environment (3 cr.)
S251 History and Analysis of Social Welfare Policy (3 cr.)
S322 Small Group Theory and Practice (3 cr.)
S331 Generalist Social Work Practice I: Theory and Skills (3 cr.)
S332 Generalist Social Work Practice II: Theory and Skills (3 cr.)
S371 Social Work Research (3 cr.)
S401 Integrative Social Work Practicum Seminar I (2 cr.)
S402 Integrative Social Work Practicum Seminar II (3 cr.)
S423 Organizational Theory and Practice (3 cr.)
S433 Community Behavior and Practice (3 cr.)
S442 Practice-Policy Seminar in Fields of Practice (3 cr.)
S472 Social Work Practice Evaluation (3 cr.)
S481 Social Work Practicum I (4 cr.)
S482 Social Work Practicum II (4 cr.)

Academic Standards

For continuance in and graduation from the program, students are required to: (1) maintain a minimum cumulative GPA of 2.5 in all letter-graded courses, (2) attain a minimum grade of C (2.0) or satisfactory in each required social work course, and (3) carry out professional activity in conformity with the values and ethics of the profession.

In the event of failure to meet such requirements, students will be ineligible to continue in the program. Such students are encouraged to consult with their faculty advisor regarding realistic planning for the future, including the right to petition for administrative review. Detailed descriptions of student continuation policies are in the *B.S.W. Student Handbook*.

Repeated Courses

Required social work courses may be repeated only after the student is reinstated in the program with permission.

Incompletes

Instructors at Indiana University School of Social Work follow closely the university policy regarding the assignment of grades of Incomplete (I). An Incomplete

may be assigned by an instructor when exceptional circumstances, such as an illness, injury, or a family emergency, prevent a student from finishing all the work required for the course. Instructors may award the grade of Incomplete only when such hardship would render it unjust to hold the student to the time limits previously set. Furthermore, the grade of Incomplete may be given only when the student has completed three-fourths of the semester with course work of passing quality.

The instructor, on a case-by-case basis, evaluates incompletes. The grade of Incomplete (I) will be changed to a grade by the instructor of record, based upon the contract devised by the course instructor and approved by the B.S.W. Program Director.

If the terms of the Incomplete contract are not met by the student, the instructor will assign the original grade.

Pass/Fail Grades

A maximum of four pass/fail courses may be applied to the B.S.W. degree. All general education and supportive area requirements need a letter grade. All required social work courses receive a letter grade except for S 482 Practicum II, which is graded as Satisfactory/Fail.

Master of Social Work General Information

The M.S.W. program was brought to the Indiana University Northwest campus in 1996 and graduated its first class in 2000. Graduates of the Division of Social Work move into a broad variety of social service settings. These include those concerned with aging, family and child welfare, corrections, mental and physical health, communities, political change and analysis, and school adjustment. In anticipation of such professional activities, the school provides field instruction placements throughout northwest Indiana where students engage in services to individuals, groups, families, and communities or function in planning and management roles.

The general goal of the graduate program is preparation for advanced social work practice. In addition to generalist knowledge and skills, the programs provide an opportunity for development of special competence in school social work, mental health and addictions, and health. Educational resources for students in the program include a substantial library, and diversified field instruction settings.

M.S.W Program Mission and Goals

In 2012 the faculty adopted a revised mission for the Master of Social Work program to further reflect the purpose and values of the profession. *The mission of the Indiana University School of Social Work MSW program is to educate students to be prepared for practice with specialized expertise that includes advocating for social, racial, and economic justice, to be critically thinking, research informed, continuously learning, ethical, and competent social workers at rural, urban and global levels.*

The Master of Social Work program goals are to:

- Educate students to be effective and knowledgeable professionals prepared for advanced social work practice.

- Build upon a liberal arts perspective to prepare students to continue their professional growth and development through a lifetime of learning, scholarship, and service.
- Educate students to understand and apply the fundamental values and ethics of the social work profession in their practice.
- Prepare students for social work practice with diverse populations and with client systems of all sizes.
- Educate students about the social contexts of social work practice, the changing nature of those contexts, the behavior of organizations, and the dynamics of change.
- Engage in scholarly activity including the discovery, integration, application, dissemination, and evaluation of knowledge for practice.
- Promote and advocate for social and economic justice.

Part Time Evening Program The part time evening program at Indiana University Northwest enables student to complete the foundation and intermediate curriculum (the first 30 credit hours of the program) over two calendar years. Students begin the program in late August. Subsequent classes and internships are held during the week (usually Monday through Thursday or online). Part time evening students are also required to complete the concentration curriculum (the final 30 credit hours of the program) over the course of the third calendar year, although students may elect to extend course work and internships up to four years.

Advanced Standing Program Students holding undergraduate social work degrees may be eligible for this program, which begins during the second summer session (first week of July). The following are specific requirements for consideration for admission to the advanced standing program:

- Graduation within five years from a baccalaureate social work program accredited (or admitted to candidacy for accreditation) by the Council on Social Work Education.
- Successful completion of a statistics course.
- A cumulative grade point average of at least 3.0 on a 4.0 scale.
- A cumulative grade point average of at least 3.0 in all social work courses taken prior to admissions committee action. Accordingly, applicants to the advanced standing program must provide the admissions committee with an official transcript. Senior B.S.W. students must provide a transcript including the fall semester (or winter quarter) grades of their senior year.
- Evidence of characteristics and/or potential required for competent social work practice as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, and/or pertinent work or volunteer experience.
- A reference letter is required from a full-time faculty member of the applicant's undergraduate program.

Indiana Partnership for Social Work Education in Child Welfare (Title IV-E)

The Title IV-E Program is offered to students involved in the Indiana Partnership for Social Work Education in Child Welfare, funded in part by Title IV-E, and enables students to complete the Foundation and Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Eligibility for the Title IV-E program is limited to current employees of the Indiana Department of Child Services. Classroom courses are offered on weekday evenings. Students begin the program by enrolling in their first courses during the fall semester.

Master of Social Work Admission

Professional social work education requires students at the master's level to undertake a rigorous program of classroom and practice work. The Indiana University School of Social Work seeks to admit individuals who have demonstrated competency through previous academic work, professional achievements, and volunteer commitments. A strong commitment to social justice and service to others should be evident in the application.

Admission information for the Indiana University Northwest M.S.W. program may be obtained from:

School of Social Work
IU Northwest
3400 Broadway
Gary, IN 46408-1197
Phone: (219) 980-7111

Web site: www.iun.edu/social-work

Admission information for all other Indiana University M.S.W. programs may be obtained from:

M.S.W. Admissions
IUPUI School of Social Work
Education/Social Work Building 4134
902 W. New York Street
Indianapolis, IN 46202-5154
Telephone: (317) 274-6705
Web: www.socialwork.iu.edu
E-mail: taldavis@iupui.edu

Enrollment in the M.S.W. program requires official admission to the Indiana University School of Social Work. A limited number of students are admitted each year. The following items are the minimum requirements for consideration for admission:

- An earned bachelor's degree from an accredited college or university
- Evidence of course work in liberal arts
- Successful completion of a minimum of six courses in social or behavioral sciences, as defined in the application packet
- An earned cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale for the final 60 credit hours of the degree
- Successful completion of an undergraduate or graduate statistics course
- Submission of the completed application packet

Applications are available in early fall of the year preceding admission. Information pertaining to the deadlines, requirements, and program details can be found in the application packet. Applicants applying to the Indiana University Northwest program cannot apply to other Indiana University M.S.W. programs of the School

of Social Work. All applicants are encouraged to submit applications as soon as possible and well before the final application priority date. The M.S.W. admissions committee will make all decisions and notify students in early spring. Applications are evaluated on the basis of the six criteria outlined above. Admission is competitive and the instructional resources of the school determine total enrollment.

International Students/International Degrees

Applicants who are not citizens of the United States should apply as early as possible preceding the fall in which they wish to enter. They must fill out the international application and the Indiana University School of Social Work application by the posted deadlines. They also must provide proof of their ability to pay fees and support themselves adequately during the period of their study and, through examinations designated by the school, must demonstrate an ability to comprehend, write, and speak English at an acceptable level.

International students or any person holding a degree obtained outside of the United States should request an international application from the following address:

International Affairs
IUPUI
902 W. New York Street, ES2126
Indianapolis, IN 46202-5154
Telephone: (317) 274-7000
E-mail: oia@iupui.edu

Transfer Students

A limited number of transfer students from other accredited M.S.W. programs may be accepted each year. Master of Social Work students interested in transferring to Indiana University must complete an application for admission to the program. Applicants must submit a reference letter from the previous MSW program director stating that the student left the program in good standing and verifying the student's competence in the field of social work. Upon receipt of the completed application, the division director will review the materials and decide if the applicant may be accepted in the program. If accepted, the division director will analyze the student's transcript and course syllabi to determine which credits earned in another accredited social work program will transfer to Indiana University. In all circumstances, however, transfer students must complete all required courses in their chosen Concentration Curriculum.

Master of Social Work Curriculum

Social work is a dynamic profession concerned with the changing needs of people and society. To respond to such needs, the curriculum of the School of Social Work undergoes continuing review by the faculty with the participation of students, members of the practice community, and others. Students must complete 60 credit hours of graduate-level course work in order to meet the minimum requirements for the Master of Social Work degree. All students complete a common 15 credit Foundation Curriculum and 15 credit Intermediate Curriculum that emphasize a generalist perspective for social work practice. The Intermediate Curriculum includes a one-semester practicum of a minimum of 320 clock

hours. Following that, students complete a Concentration Curriculum that prepares them for advanced practice in health, mental health and addictions, or school social work. The Concentration Practicum of a minimum of 640 clock hours is usually completed over two semesters. All Foundation Intermediate Curriculum course work must be completed before students are eligible to enroll in any required courses in the Concentration Curriculum.

The overall objectives of the Foundation and Intermediate Curricula of the M.S.W program include development of:

1. Basic, generalist competence applicable to a broad range of social work practice
2. Basic competence at all levels: individual, family, groups, communities, and organizations;
3. Basic competence for practice in social service delivery systems

The overall objectives of the Concentration Year include development of special competence in a concentration area.

Typical course arrangements for students admitted to the M.S.W. program are shown as below.

Foundation Curriculum (15 cr.)

- S501 Professional Social Work at the Master's Level: An Immersion (3 cr.)
- S502 Research I (3 cr.)
- S503 Human Behavior and the Social Environment I (3 cr.)
- S504 Professional Practice Skills I (3 cr.)
- S505 Social Policy Analysis and Practice (3 cr.)

Intermediate Curriculum (15 cr.)

- S513 Human Behavior in the Social Environment II (3 cr.)
- S514 Practice with Individuals, Families and Groups I (3 cr.)
- S516 Social Work Macro Practice (3 cr.)
- S517 Assessment in Mental Health and Addictions (3 cr.)
- S555 Social Work Practicum I (3 cr.)

Concentration Curriculum (30 cr.)

Health

Students, who elect to practice in the health arena, apply the knowledge and skills of advanced social work practice to build and work effectively with multi-disciplinary teams that include physicians, nurses, dentists, psychiatrists and other health care professionals. They learn the medical terminology to conduct bio-psycho-social assessments based on myriad disease entities and patient dynamics. As social workers, they understand how healthcare is financed in the United States, analyze how financial resources for healthcare affect individual patient care, and advocate for change that improves access for all individuals regardless of race, ethnicity, gender, age, sexual orientation or other factors.

- S618 Social Policy and Services II: Health (3 cr.)
- S623 Practice Research Integrative Seminar I (3 cr.)
- S651 Social Work Practicum II (4 cr.)
- S652 Social Work Practicum III (5 cr.)
- S661 Executive Leadership Practice (3 cr.)
- S692 Practice Skills for Health Care Settings (3 cr.)

- S693 Practice with Individuals, Families and Communities in Healthcare Settings (3 cr.)
- S694 Social Work Practice with Older Adults **OR** S696 Loss Grief, Death & Bereavement (3 cr.)
- 3 credit hours of another 600-level course

Mental Health and Addictions

Students in the MH&A concentration assess mental health and addictions issues from person-in-environment, consumer focused, strengths-based, recovery-oriented, and other relevant perspectives. They formulate intervention, prevention, or support and maintenance plans collaboratively with clients. They prepare to serve as case managers, counselors, clinicians, and advocates for and with mental health and addictions consumers. Also, they are able to seek, discover, and evaluate relevant research studies and apply findings in evidence-based social work practice. Within the context of their practice, they conduct empirical evaluations of the effectiveness of interventions and services.

- S618 Social Policy & Services: Mental Health and Addictions (3 cr.)
- S623 Practice Research Integrative Seminar I (3 cr.)
- S651 Social Work Practicum II (4 cr.)
- S652 Social Work Practicum III (5 cr.)
- S661 Executive Leadership Practice (3 cr.)
- S683 Community-Based Practice in Mental Health / Addictions (3 cr.)
- S685 Mental Health and Addictions Practice with Individuals and Families (3 cr.)
- S686 Social Work Practice: Addictions (3 cr.)
- S687 Mental Health and Addictions Practice with Groups (3 cr.)

School Social Work

Social workers in school systems function in an environment where the primary purpose is education and socialization. When primary and secondary school students exhibit behaviors and problems that impede their academic and social progress, they may benefit from interventions that social workers are prepared to deliver. The commitment to utilizing social workers in school settings ebbs and flows, often dictated by fiscal resources for education in general. Nonetheless, preparation of students to enter this field of practice remains a priority for the School of Social Work. Students who enter this field are prepared with clinical skills for working with children and adolescents and their families; with team-building skills for working with school administrators and teachers; and, community skills to garner the resources necessary for to promote a safe, secure environment for those served in the school system.

- S618 Social Policy & Services: Schools (3 cr.)
- S616 Social Work Practice in Schools(3 cr.)
- S619 Social Work Practice with Children & Adolescents (3 cr.)
- S623 Practice Research Integrative Seminar I (3 cr.)
- S632 Child Welfare Practice I (3 cr.)
- S652 Social Work Practicum III (5 cr.)
- S661 Executive Leadership Practice (3 cr.)
- 3 credit hours of another 600-level course

IU School of Medicine - Northwest

Administrative Officers

Jay L. Hess, M.D., Dean of the School of Medicine, Vice President, University Clinical Affairs

Patrick Bankston, Ph.D., Associate Dean and Director of the School of Medicine—Northwest Campus, and Dean, College of Health and Human Services

Carl Marfurt, Ph.D., Associate Director for Research of the School of Medicine-Northwest Campus

Ernest Talarico, Ph.D., Associate Director of Education of the School of Medicine-Northwest Campus

Web site: iusm-nw.medicine.iu.edu

Phone: (219) 980-6550

About the IU School of Medicine - Northwest Location and Facilities

Indiana University School of Medicine-Northwest is located on the Indiana University Northwest campus in the Glen Park area of the city of Gary and occupies approximately 35,000 square feet of a new building on the southwest corner of the campus. The safe and attractive campus is bounded on three sides by the Little Calumet River, the well-kept residential community of Glen Park, and the Gleason Golf Course. Students have 24-hour access to the building and all its facilities. The new building includes a student lounge with a small kitchen area and refrigerator for personal food storage and preparation. Locker rooms and showers provide students with a place to freshen up after exercise or sessions in the gross anatomy laboratory.

The current undergraduate enrollment at the IU Northwest campus is approximately 5,000 students. IU Northwest has a student union complex with gymnasium and fitness center available for medical student exercise and a cafeteria with low-priced food. Cultural activities on campus are numerous, including an IUN-sponsored local drama group, the Northwest Theater, and the Northwest Indiana Symphony Orchestra. In addition, the numerous sports events, museums, ethnic neighborhoods, restaurants, and cultural attractions of Chicago are less than an hour's drive from the campus. For those who prefer an escape to the out-of-doors, the Hoosier Prairie and the Indiana Dunes National Lakeshore, in addition to numerous parks in Lake, Porter, and LaPorte Counties, are outstanding areas for hiking, swimming, picnics, and cross-country skiing.

Housing

Northwest Indiana offers a variety of housing opportunities within easy driving distance of the campus. IUN is a commuter campus and, as such, has no dormitories or other student housing. For housing information, contact Dawn Ilgenfritz, director of operations and finance, Indiana University School of Medicine-Northwest, phone (219) 980-6551, dilgenfr@iun.edu. Unscheduled visits cannot be accommodated.

Patient-Centered Learning Program

The academic program at the Northwest Campus is designed around the principle that the learning of essential basic science information should occur in the context of

patient interaction, patient case studies, and practice of clinical skills. To that end, the faculty of the Northwest Campus have dedicated themselves to a student-centered and patient-centered approach that involves their widely acclaimed Problem Based Learning Curriculum, the unique History and Physical Learning Center, the Steven C. Beering Library, externship opportunities with local physicians and hospitals, and the participation of 132 volunteer community physicians.

The Northwest campus Patient-Centered Learning Program provides a unique opportunity within the Indiana system for students to experience a different, and we think excellent, approach to medical student learning. We welcome visits from prospective students who would like to learn more about our Patient-Centered Learning Program and to participate with our first or second year medical students in one of the case-based learning sessions described below. Please contact Dr. Pat Bankston, assistant dean and director, pbanks@iun.edu, to schedule a visit.

Problem-Based (Case-Based) Learning Approach

For 19 years after its founding in 1972, Indiana University School of Medicine-Northwest offered a traditional first and second year medical curriculum. Beginning with the 1989-1990 academic year, the Northwest Campus introduced an innovative curriculum with heavy emphasis on problem solving and active learning. The highlights of this new curriculum include: (a) Problem-based learning (PBL) sessions, where small groups of five to seven students meet three times a week for two hours to discuss and analyze patient cases in the presence of a faculty moderator. During these student-directed PBL sessions, students set learning objectives, generate and test hypotheses, share learned information, and apply knowledge of basic science principles to the care of patients. (b) Small numbers of lectures presented by experienced faculty supplementing the PBL sessions by providing helpful overviews of key concepts; (c) Organization of the first- and second-year curricula into seven sequential "steps" or units, allowing students to concentrate all their studies to one subject at a time; (c) Basic science laboratories in Gross Anatomy, Histology, Neuroscience, and Pathology, providing active-learning experiences that reinforce and expand the knowledge base attained during PBL sessions and lectures; and (e) PBL sessions, lectures, and laboratories end by noon each day, allowing ample time for independent study and one or more afternoons per week for other patient based activities.

Curriculum

The seven steps (courses) of the IU School of Medicine-Northwest PBL curriculum are:

First Year

- Step 1** The Molecular Basis of Medicine (6 weeks) (Biochemistry, Molecular Biology)
- Step 2** Human Structure (11 weeks)(Gross Anatomy, Histology, Cell Biology)
- Step 3** Systemic Function and Drug Action (6 weeks)(Physiology)
- Step 4** Neural Control and Disease (6 weeks) (Neuroscience)
- Step 5** Medications and Disease (6 weeks) (Pharmacology)

Doctor-Patient Relationship (dispersed throughout the first-year)

Second Year

Step 6 Invasion and Defense(11 weeks)(General Pathology, Microbiology, Immunology)

Step 7 Pathophysiology and Advanced (24 weeks)

Problem Solving (Introduction to Medicine, Systemic Pathology, Advanced Doctor / Patient Relationship)

Noncredit Activities

Basic Science Seminars

Invited scientists and clinicians present advanced topics and results of their research. Local physicians and Indiana University Northwest faculty and students are invited to attend these weekly presentations.

Graduate Programs

(Instructors, courses of study, and credit hours to be arranged.)

Since the School of Medicine-Northwest Campus faculty also hold appointments in the University Graduate School, graduate programs for the M.S. or the Ph.D. degree are offered in cooperation with the basic science departments of the Indiana University School of Medicine. Most course work and all research leading to an advanced degree can be completed on this campus. Graduate students select courses from the medical school curriculum and/or advanced graduate courses offered by the respective basic science departments. Interested students are encouraged to contact the office of the director.

Third-Year Clerkships and Fourth-Year Courses and Elective

A full complement of third-year clinical experiences required for third-year medical students is offered at the Northwest Campus. The clinical years are what all medical students anticipate, a time when lectures and laboratories translate into patient care. The IU School of Medicine - Northwest students have wide access to a variety of clinical settings in Northwest Indiana. Numerous hospitals and outpatient facilities in Northwest Indiana and throughout the state provide students with valuable clinical experiences as they rotate throughout their electives. Fourth-year students have the unique opportunity to pursue electives for seven months — a large amount of time compared to with many other U.S. medical schools.

The third and fourth year curriculum also offers unique opportunities due to the campus location among the most underserved populations in the country to concentrate on Urban Health and Health Care Disparities. Longitudinal experiences with urban families and service learning projects with teams of students from IU Northwest's College of Health and Human Services and School of Public and Environmental Affairs are special features.

Year 3 is organized into three blocks of 16 weeks in duration that can be given in any order. One block is composed of clerkships in Surgery, Obstetrics and Gynecology, and Surgical Subspecialties (and Anesthesia). The third is composed of Family Medicine, Pediatrics, and a vacation month.

Year 4 has three required courses of one month in duration and 28 weeks of elective courses. The required

courses are Radiology, Emergency Medicine, and Medicine Sub-Internships.

School of Business and Economics

Administrative Officers

Anna S. Rominger, J.D., *Dean*

William B. Nelson, Ph.D., *Associate Dean*

John A. Gibson, M.B.A., *Director for the Center for Economic Education and Director of Undergraduate and Graduate Programs*

Helen Marie Harmon, M.A.L.S., *Assistant Director*

Phone: (219) 980-6552 **Web site:** <http://www.iun.edu/business/>

Overview

Instructional Programs

The majority of the school's resources are committed to instructional activities, and, of these, the bulk is devoted to the degree programs. But an adequate summary of the total work of the school must also give attention to the other forms of instruction, in which it engages, to activities that support the instructional enterprise, and to research and publication programs.

The School of Business and Economics at IU Northwest offers two degree programs. The undergraduate degree is the Bachelor of Science in Business, and the graduate degree is the Master of Business Administration (M.B.A.). The school also offers a Postbaccalaureate Certificate in Accounting and a Graduate Certificate in Management. Additionally, holders of a baccalaureate degree who want to gain expertise in a specific functional area of business may be able to enroll in course work that will allow them to do so.

Objectives

Indiana University's educational mission is to provide high-quality bachelor's and master's business and economics programs in major urban areas within the state. Established in 1966, the School of Business and Economics at IU Northwest endeavors to offer high levels of teaching, research, and services consistent with Indiana University's overall objectives.

The IU Northwest School of Business and Economics will (1) offer students a high-quality business program that meets the standards of professional accreditation; (2) offer students a well-balanced curriculum that requires students to use behavioral, functional, and technological tools to solve business problems; (3) develop student leadership and teamwork skills; (4) provide students with opportunities for relevant professional experience to meet the current challenges of business; (5) expand knowledge by producing quality business and economics research; and (6) provide professional service to alumni, businesses, and other employers in our seven-county area of Northwest Indiana.

Accreditation

In 2010, the School of Business and Economics received reaffirmation of accreditation by the Association to Advance Collegiate Schools of Business (AACSB)

International), an organization promoting high standards in professional education for business. Accreditation is based upon the qualifications of the faculty; the success of the school in meeting its mission; and the assurance of student learning.

Accreditation by AACSB International is the most prestigious accreditation a business school may achieve, with only 5% of business schools world-wide who are accredited.

Instructional Programs

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The School of Business and Economics at IU Northwest offers two degree programs. The undergraduate degree is the Bachelor of Science in Business, and the graduate degree is the Master of Business Administration (M.B.A.). The school also offers an Associate of Science in Business degree and a Postbaccalaureate Certificate in Accounting. Additionally, holders of a baccalaureate degree who want to gain expertise in a specific functional area of business may be able to enroll in course work that will allow them to do so.

Standards of Professional Conduct Shared Values

The School of Business and Economics functions as both a learning environment and an academic community with the central functions of learning, teaching, and scholarship characterized by reasoned discourse, intellectual honesty, and mutual respect. The School of Business and Economics also supports *The Shared Vision* of Indiana University Northwest.

- *All members* of the School of Business and Economics community – students, faculty, staff - are expected to be courteous to one another in all oral and written interactions and to be considerate in their treatment towards each other.
- *All members* of this community are expected to show tolerance and respect for diversity, as defined by *The Shared Vision*. This also includes the understanding that there may be viewpoints, ideas, and opinions that differ from theirs and it's acceptable to 'agree to disagree.'
- *All members* of this community will honor the confidentiality and privacy of others.
- *All members* of this community will respect University property, as well as the physical and intellectual property of all others, when engaged in university-related activities.
- *All members* of this community are expected to refrain from harming others.
- *All members* of this community, when representing the School of Business and Economics, will do so in a positive manner with integrity, trustworthiness, honesty, and professional demeanor.

Governing Codes and Procedures

The rights, responsibilities, and conduct of students are defined and regulated by the *Indiana University Code of Student Rights, Responsibilities, and Conduct*.

The faculty in the School of Business and Economics follow specific guidelines set forth in the *Indiana University Academic Handbook*, specifically under the section entitled "Code of Academic Ethics."

The professional staff and the bi-weekly staff in the School of Business and Economics follow specific guidelines set forth in the *Indiana University Personnel Policies for Appointed Non-Union Support and Service Staff and Professional Staff*.

Contact Information

School of Business and Economics
IU Northwest
Dunes Medical / Professional Building, Room 1103
3400 Broadway
Gary, IN 46408
(219) 980-6552

Contact the School of Business and Economics at iunbiz@iun.edu for additional contact information.

Centers & Institutes

Assessment Center

Our award-winning Assessment Center in the School of Business and Economics offers a very exciting opportunity for our students and has two primary goals. First, we want to ensure that students who leave Indiana University Northwest are able to succeed in their chosen fields. We want them to be able to find employment and perform well in their jobs. Second, we want to ensure that our program is functioning effectively at the university level. We want to ensure that students are successful in school and that our courses are effective in correcting students' deficits. To achieve these goals we have chosen competencies that we have identified as being highly sought by employers as well as important to academic success, including critical thinking, teamwork, leadership, delegation, ethics, and conflict management.

Students will complete the Assessment Center (as a course requirement) in both their freshman and senior years, as we help students identify their developmental needs with respect to certain life skills that are helpful to students as they progress through college and enter the workforce. We place students into work related simulations that allow them to see what it is like to be in the workplace. Their performance is then evaluated by business leaders from the community.

This approach is going to benefit students in several ways. First, students will be introduced to key skills that employers look for in applicants. Second, students will be able to spend their time at Indiana University Northwest improving deficits identified in the Assessment Center. Students will prepare a development plan based on the feedback from the Assessment Center. The development plan will establish goals for improving deficits using coursework and other Indiana University Northwest activities. Lastly, Indiana University Northwest will use the Assessment Center data to modify its curriculum to

further benefit the students and better prepare them for the workplace.

Center for Economic Education

The school's award-winning Center for Economic Education has been Northwest Indiana's leader in economic education and financial literacy for more than 20 years. The center is nationally accredited by the National Council on Economic Education (NCEE) and at the state level by the Indiana Council for Economic Education (ICEE). Each summer the center offers graduate courses in economics for credit for elementary, middle school, and high school teachers. Additionally, noncredit workshops in economics and personal finance are offered to the educational community during the academic year.

The Center for Economic Education at IU Northwest is part of a network of 10 Centers for Economic Education in the state.

Center for Management Development

The Center for Management Development provides customized, executive development and consulting services to various organizations. We partner with the business, government, and not-for-profit communities to develop and promote effective organizations. The center is committed to providing dependable, high-quality, cost-effective services.

We draw upon the full resources of IU Northwest to meet the needs of a number of clients located throughout the United States. We provide four distinct kinds of services. The first includes a wide variety of training activities that fall within two broad categories: management development and workforce development. The second encompasses a number of consultation services. Some of these services are developmental in nature (e.g., total quality management, human resources, project management, etc.). Others consist of more discrete packages of services (e.g., quality assurance, performance monitoring, process control, survey work, focus groups, etc.). Our third broad category of activity includes facilitation and mediation services. Finally, the Center for Management Development contracts with firms to perform certain kinds of project work (e.g., the development of job descriptions and compensation systems, job search, etc.).

If you would like additional information, call the Center for Management Development at (219) 981-4257.

Small Business Institute

The Small Business Institute (SBI) is a program in the School of Business and Economics of IU Northwest. This program provides confidential, intensive, high-quality consulting services to small businesses in northwest Indiana. These services are provided by high-caliber seniors in the undergraduate business program of the university under the direct supervision of a faculty member. The seniors are formed into teams of three to five people and assigned to a small business for a semester. While assigned to the business, the team does an industry and competitive analysis for the firm, a financial overview of the firm, and then tackles one or more problems specific to the firm.

IU Northwest is proud to be a member of this elite group of schools that have been carefully approved to manage

an SBI program by the Small Business Institute Directors Association.

Distinctions & Opportunities

The School of Business and Economics identifies students graduating with the Bachelor of Science in Business with three levels of academic distinction: highest distinction, high distinction, and distinction. The minimum cumulative GPA to receive degrees with distinction are highest distinction, a minimum GPA of 3.85; high distinction, a minimum GPA of 3.70; Distinction, a minimum GPA of 3.55. No more than 10 percent of the students receiving the Bachelor of Science in Business in any academic year may receive a degree with distinction. Graduates receiving degrees with distinction have the appropriate level of distinction noted on their diplomas and in the Commencement program; these graduates may wear the cream and crimson fourragere at Commencement. Graduate students do not qualify for the various levels of distinction.

Guidance & Counseling Services

Students in the School of Business and Economics are responsible for planning their own programs and for meeting degree requirements. It is their responsibility to understand fully and to comply with all the provisions of this bulletin.

An important portion of total faculty time is devoted to assisting students in making proper program and career choices. Degree candidates will be assigned a faculty advisor in their field of major interest who will aid their program planning, follow their progress, and be available for general counseling. Students may, in addition, turn to a member of the faculty specializing in the curricular area in which they are taking course work or contemplating study. They may obtain additional counseling from the Office of Counseling and Student Records.

The director and assistant to the director are available to meet any student, whether on a day or evening schedule. The office maintains a complete record of each student's accomplishments and progress to aid students in reaching their goals most effectively.

Student Organizations

The faculty of the School of Business and Economics recognizes that student organizations may contribute greatly to the total development of all students. A number of student organizations exist at IU Northwest, and it is recommended that each student take advantage of extracurricular activities and opportunities provided by those organizations. Some organizations are purpose oriented and attempt to develop and improve a student's understanding of the business environment. Other organizations are honorary.

Accounting and Business Student Organization (ABSO) Club

The IU Northwest ABSO maintains a close relationship with accounting and business students, alumni, faculty, and business professionals. Meetings include speakers from prominent businesses and accounting firms. Membership is open to all students.

Beta Gamma Sigma

Membership in Beta Gamma Sigma is the highest recognition a business student can receive in a baccalaureate or postbaccalaureate (master's) program at a school accredited by AACSB International. To be eligible for membership, the academic ranking of those being considered must place them in the upper 10 percent of the junior or senior class; or the upper 20 percent of the graduating master's class.

Scholarships & Awards

Students in the School of Business and Economics are eligible for awards and scholarships including the following: Lloyd Buckwell Scholarship, Albert and Margaret Gallagher Scholarship, Strack Family Scholarship, Indiana Association of Certified Public Accountants Award, Wanda Dudzik Scholarship, and School of Business and Economics Scholarship.

The Office of Financial Aid and Scholarships has more information about these scholarships and others on their website.

Undergraduate Programs

Undergraduate studies provide opportunities for breadth of education as well as for specialization. IU Northwest subscribes to the principle that a significant portion of a student's academic program should be in general education subjects. The general education aspects of the program are then complemented by study in the basic areas of business administration.

In addition, all undergraduate study programs include courses that ensure a basic understanding of management principles and practices in the dynamic economic, social, and political environment of today. Consideration is also given to basic trends or developments that are likely to shape the pattern of the world in the years ahead.

Degree Programs

Bachelor of Science in Business

The undergraduate program typically occupies the three final undergraduate years and leads to the Bachelor of Science in Business degree. This professional degree has extensive arts, science, and humanities content.

The Bachelor of Science in Business degree is awarded when a student has successfully completed (1) a core of general education courses, (2) a core of prescribed business courses, (3) a group of courses in a concentration, and (4) elective courses to meet distributional and total credit hour requirements. Courses are available to meet the general education core, the business core, elective requirements, and the requirements of two concentrations: accounting/financial information systems and business administration.

Bachelor of Arts in Economics

Consult the College of Arts and Sciences section of this bulletin for the degree requirements for a bachelor of arts in economics.

Consult with your economics faculty advisor for the degree requirements for the concentration in financial economics.

Minors

The School of Business and Economics offers any non-business undergraduate majors the opportunity to minor in business administration or accounting.

Policies & Procedures

Students admitted to IU Northwest who declare a business administration or accounting/financial information systems concentration will be admitted directly into the School of Business and Economics.

Enrollment Restriction

Students pursuing degrees in academic divisions other than Business and Economics are permitted to enroll in a maximum of 30 credit hours of business courses. All students are required to meet all prerequisites and must obtain school authorization to enroll in any junior- or senior- level business and economics course prior to registration.

Students who intend to transfer to Bloomington or other IU campuses and apply for admission to the undergraduate programs in business must understand that the admission requirements for business vary among the IU campuses. Students should consult the IU bulletin for the campus to which they seek admission for specific requirements of the business program.

Degree Applications

Candidates for the Bachelor of Science degree *must* file a degree application during registration the semester before they intend to graduate. This allows time for the student's academic record to be audited for degree certification. Without the audit, the student cannot be recommended for the conferral of the degree.

Credit Hours Requirement

The minimum number of credit hours required for the baccalaureate degree is 120 in courses meeting the various requirements stated in this bulletin. Of these, a minimum of 65 credit hours must be in business and economics courses, and at least 55 credit hours must be in courses other than business and economics. The School of Business and Economics requires that at least 50 percent of the business credit hours required for the degree be earned at IU Northwest or one of the Indiana University campuses.

No credit is given toward a degree in business for courses taken throughout the university with a prefix of 0, or for courses taken from the Division of General and Technical Studies, or for other non-college-level courses.

Senior Residence Requirement

The senior year (the last 30 credit hours of work) must be completed in residence on one of the Indiana University campuses offering a four-year program. Students will be certified for graduation by the campus at which they complete the last semester (12 credit hours or more). Registration for a minimum of two semesters in the School of Business and Economics is required.

Permission to take credit during the senior year at another institution or by correspondence study courses may be procured to a maximum of 6 credits by petitioning the assistant director.

Junior College, Community College and Off-Campus Course Credits

Credits earned through junior and community colleges are limited to a maximum of 60 credit hours.

Some of the credits/courses from junior and community colleges may not apply to the Bachelor of Science in Business degree, although they might meet transfer guidelines via our campus Office of Admissions.

No junior or senior-level business or economics courses taken at a junior or community college will be accepted towards the Bachelor of Science in Business.

Off-Campus Course Credit

All off-campus coursework - whether online or face-to-face - must have prior approval from the assistant director in the School of Business and Economics before enrolling and before such credit could be accepted towards the Bachelor of Science in Business degree requirements.

Credit by Self-Acquired Competency

The School of Business and Economics does not award credit on the basis of self-acquired competency.

The school will not accept transfer of credit from other institutions for business courses if the credit was awarded on the basis of self-acquired competency.

For nonbusiness courses, the school will accept course-specific credit awarded on the basis of self-acquired competency by other baccalaureate-granting divisions/schools of Indiana University and by other institutions accredited by the North Central Association of Colleges or comparable regional associations.

The school will not accept general (non—course specific) self-acquired competency credit awarded by other divisions/schools of Indiana University or by other institutions.

Transfer Credit Policy

Courses that were taken at other institutions and that appear similar in either title or objectives to the 300- or 400-level (junior and senior) courses offered by the School of Business and Economics will be transferred as undistributed electives and will not be regarded as equivalent unless at least one of the following validation processes has been performed.

1. Completion of a course review with documented evaluation of the content, level, method of instruction, objectives, etc., used in the course(s) being validated. The evaluation must be performed by an appropriate member of the school's faculty; or
2. Successful completion of an examination based upon the material covered in that course offered by the school; or
3. Satisfactory completion and documentation of a subsequent course offered by the school, provided that a significant prerequisite relationship between the courses can be demonstrated.

Courses in advanced business subjects, not open to freshmen and sophomores, which have been taken at two-year institutions in the freshman and sophomore years, will not be accepted as equivalents of the courses offered at Indiana University. Consult with the assistant to the director for appropriate validation processes.

Only credits earned at Indiana University will count toward a student's grade point average.

School Grade Requirements

To be certified for graduation, a student must have a minimum average of C (2.0) in all course work, a minimum average of C (2.0) in all courses taken toward the degree, a minimum average of C (2.0) for all courses taken in the basic business and economics core, and a minimum average of C (2.0) in the area of concentration. A student must also have completed ENG-W 131 Elementary Composition and CSCI-A 106 Introduction to Computing with a minimum grade of C (2.0) in each course. Any course with a number beginning with a zero will not be counted toward graduation requirements.

Probation

Students are automatically placed on probation whenever their cumulative grade point averages are below 2.0.

Dismissal

In the School of Business and Economics, at the discretion of the Graduate-Undergraduate Committee, a student may be dismissed from the school if the student has consistently failed to make progress toward meeting general education, business core, or concentration requirements. Generally, a student on probation will be dismissed if the student is 15 credit points below a 2.0 grade point average, or, if in two consecutive subsequent enrollments the student fails to make a 2.0 in those two enrollments considered as a unit and adds 10 credit points to the deficiency record.

Furthermore, upon the recommendation of the Graduate-Undergraduate Committee and with the approval of the dean of the School of Business and Economics, any student whose work is unsatisfactory or whose conduct is unethical may be dismissed from the school.

Pass-Fail Option

Business students may elect to take one course each semester with a grade of P (Pass) or F (Fail), with a maximum of two such courses each school year, including summer sessions. The student must exercise the election of this option within the first three weeks of the semester. Limitations on use of the Pass/Fail policy are as follows. School of Business and Economics students may not take any business or economics course Pass/Fail. Also, the Pass/Fail option cannot be used for courses that satisfy the general education requirements (I—VIII), which include the 12 credit hours required for general education electives. The option can be used only for courses that are pure electives taken outside the School of Business and Economics. A grade of P is not counted in the cumulative grade point average, but a grade of F is included. A grade of P cannot subsequently be changed to a grade of A, B, C, or D.

Concentration Declaration

Students may declare a concentration before the beginning of a semester. Any student who has not selected a concentration will be classified as a business administration major and will be expected to follow the program of that concentration.

Business and economics students may choose no more than two concentrations. They must meet all the requirements for both concentrations. Only one

course may be used to satisfy the requirements for both concentrations.

Credit Deadline

All credit of candidates for degrees, except that for the work of the current semester, should be on record at least one month prior to the conferring of the degrees.

Requirements for a Second Bachelor's Degree

The School of Business and Economics offers to holders of a bachelor's degree in fields other than business a second bachelor's degree in business. The requirements are identical to the requirements for the bachelor's degree in business (see succeeding pages).

The candidate may, of course, be exempted from any of those requirements already fulfilled in acquiring the first bachelor's degree.

Normally, the holder of a bachelor's degree who wishes to pursue further education is encouraged to become qualified for admission to graduate study. In certain cases, however, a student may be admitted to candidacy for a second bachelor's degree. When such admission is granted, candidates must earn at least 30 additional credit hours in residence and meet the requirements of the School of Business and Economics and of the concentration in which they are candidates.

At least 50 percent of the business courses required for a business degree must be earned at Indiana University. Students who have been awarded the B.S. in Business degree at Indiana University may register as special students to meet the requirements of another concentration but cannot be certified for the degree a second time.

Statute of Limitations

Students who are candidates for the Bachelor of Science in Business degree have the right to complete degree requirements specified by the bulletin in effect at the time they matriculated at Indiana University, provided (1) that the necessary courses are available and (2) that no more than 10 calendar years have elapsed since matriculation.

In the event that courses are not available or more than 10 years have elapsed, students must apply to the school to update their programs to the bulletin currently in effect.

Bachelor of Science in Business Curriculum

Proper enrollment is the individual responsibility of each student. There are always level prerequisites, and there are frequently course prerequisites for the courses in all business programs. Improper enrollments may be cancelled by the School of Business and Economics at any time, and, if credit is earned in such an enrollment, the school may refuse to apply that credit to a degree program or may require enrollment in an additional course.

Course Requirements

Before there can be a proper enrollment in any course having prerequisites, *the prerequisites must be successfully completed.* Concurrent enrollment is not permissible unless specifically stated otherwise.

The undergraduate curriculum in the School of Business and Economics consists of four parts:

1. the general education core,

2. the basic business core,
3. the professional courses for a concentration, and
4. electives to meet distributional and total hours requirements.

Level Requirements

Courses numbered 200-299 are open only to students who have completed 24 or more hours of credit applicable toward a degree. Courses numbered 300-499 are open only to students who have completed 56 or more hours of credit applicable toward a degree.

General Education Core Requirements

(55 credit hours)

I. Communications (12 cr.)

ENG-W 131 Elementary Composition (3 cr.)

ENG-W 231 Professional Writing Skills (3 cr.)

SPCH-S 121 Public Speaking (3 cr.)

SPCH-S 223 Business and Professional Speaking (3 cr.)

II. Mathematics and Science (7-8 cr.)

MATH-M 118 Finite Mathematics (3 cr.)

Natural science elective with lab (4-5 cr.)

III. Social/Behavioral Sciences (6 cr.)

PSY-P 102 Introductory Psychology II (3 cr.)

SPCH-S 122 Interpersonal Communication (3 cr.)

IV. Computer Science (6 cr.)

CSCI-A 106 Introduction to Computing (3 cr.)

CSCI-A 285 Advanced Microcomputer Applications (3 cr.)

V. Arts and Humanities (6 cr.)

PHIL-P 150 Elementary Logic (3 cr.)

PHIL-P 306 Business Ethics (3 cr.)

VI. Career Planning (4 cr.)

BUS-X 220 Career Perspectives (2 cr.)

BUS-X 255 Diversity and Inclusion in the Workplace (1 cr.)

BUS-X 410 Business Career Planning and Placement (1 cr.)

VII. Cultural and Historical Studies (6 cr.)

ECON-E 111 Economic History (3 cr.)

Select one from the following:

Afro-American Studies (*excluding*: A343, A384, A488, A495)

Anthropology (A104, P210)

Canadian Studies (C101)

Comparative Literature (C190, C253, C261, C340, C460)

English (L364, L370, L382)

Fine Arts (A383)

French (F100, F150, F200, F250)

German (G100, G150, G200, G250)

History (A314, A315, A317, A318, A382, H105, H106,

H113, H114, H207, H220, H228, H232, H260)

Italian (M100, M150, M200, M250)

Latino Studies (C101, C151, C213, C290, C301, C351, C352, C446)

Philosophy (P140, P201, P393)

Spanish (S100, S150, S200, S250, S260, S284, S290)

Women's and Gender Studies (W200, W201, W301, W401)

VIII. General Education Electives (8 cr.)

BUS-F 260: Personal Finance (3 cr.)

An additional 5 cr. hours in courses chosen from throughout the university but excluding the Division of General and Technical Studies courses and School of Business & Economics courses (with the exception of those listed below). Additionally, any courses considered remedial or developmental (such as those beginning with a O or X) will not be counted in this group or for any credit toward the business degree. Only a maximum of 3 credit hours may be taken in HPER (Physical Education - 1 cr. hr.) courses and counted in this group and applied toward the business degree requirements.

Allowable B&E courses for General Education:

BUS-A 206: Uses of Financial Accounting Data (3 cr.)

BUS-F 261: Personal Investing (3 cr.)

BUS-M 200: Marketing and Society (3 cr.)

BUS-M 210: Social Media Marketing (3 cr.)

Basic Business and Economics Core Functional Skills

- BUS W100 Business Administration Introduction (3 cr.)
- ECON E103 Introduction to Microeconomics (3 cr.)
- ECON E104 Introduction to Macroeconomics (3 cr.)
- ECON E270 Introduction to Statistical Theory for Economics and Business (3 cr.)
- BUS A201 Introduction to Financial Accounting (3 cr.)
- BUS A202 Introduction to Managerial Accounting (3 cr.)
- BUS L201 Legal Environment of Business (3 cr.)
- BUS F301 Financial Management (3 cr.)
- BUS M301 Introduction to Marketing Management (3 cr.)
- BUS P301 Operations Management (3 cr.)
- BUS D301 International Business Environment (3 cr.)

Teamwork and Leadership

- BUS Z302 Managing and Behavior in Organization (3 cr.)
- BUS Z442 Leading and Motivating Individuals and Teams (3 cr.)
- BUS W402 Simulation of Business Enterprise (1 cr.)
- BUS J403 Management Capstone (4 cr.)

Technological Skills

- BUS K221 Introduction to Information Systems for Business (3 cr.)
- BUS K321 Management and Information Systems (3 cr.)

* Students who entered IU Northwest prior to 2014-2016 should refer to the bulletin of the year they entered the university for the graduation requirements applicable to them.

Curriculum Concentrations

The undergraduate curriculum in which complete four-year degree programs are offered at IU Northwest is outlined on the following pages and includes (1) business administration and (2) accounting/financial information systems.

Most courses in the School of Business and Economics award 3 credit hours. Full-time students typically enroll in five 3 credit courses per semester; part-time students enroll in two 3 credit courses per semester.

Business Administration

For students who wish to pursue a broad general program, the business administration curriculum provides a vehicle for organizing their studies. The integrating focus is the responsibility for administering the multiple operations of the business firm as a subsystem within a rapidly changing environmental system. Emphasis is on the processes involved in setting goals for corporate effort, coordinating and controlling multiple programs, and regulating human and material inputs and outputs with varied environments.

Objectives at the undergraduate level are to provide a broad liberal education as a base and to develop proficiency in understanding and solving interrelated business problems.

Course Requirements

Junior and Senior Years

Required courses are BUS Z440; BUS M450; one 3 credit 300- or 400-level international business elective; and two additional 3 credit 300- or 400-level business and economics courses. These courses allow additional opportunities to gain specialized knowledge in such fields as accounting, economics, finance, management, or marketing. Students are encouraged to consult with faculty in these areas to best meet their professional and educational objectives.

Accounting/Financial Information Systems

The curriculum prepares students for positions as accountants, auditors, controllers, income tax accountants, financial statement analysts, cost accountants, budget officers, and governmental or institutional accountants. In addition, it equips the prospective business executive with a tool for intelligent analysis, prediction, decision making, and control.

Financial information systems graduates are encouraged to pursue professional certification as accountants in one or more of the several certification programs available. The CPA designation authorizing an accountant to practice public accounting is the oldest and most widely recognized. The State Board of Public Accountancy of each state administers the Uniform Certified Public Accounting examination. The CIA (Certified Internal Auditor), CMA (Certified Management Accountant), and CFM (Corporate Financial Management) examinations are administered by their respective professional societies. Further details may be obtained from the School.

At the present time, Indiana, as well as 39 other states, has enacted laws requiring 150 hours of college course work to sit for the CPA examination. Graduates of the

financial information systems program can satisfy these requirements by taking additional undergraduate course work beyond their degree or by taking a combination of undergraduate and graduate work and obtaining their M.B.A.

Course Requirements

Junior and Senior Years

- BUS F494, BUS A311 and BUS F420
- One course from: BUS A312, BUS A325, BUS A328, or BUS A335
- One 3 credit 300- or 400-level accounting or finance course.

B.S. in Business Degree Requirements

Table of requirements found in Appendix in printed copy of bulletin

Minors in Business Areas

The School of Business and Economics offers the following minors for non—business undergraduate students.

Accounting Minor

This minor is for non-business majors. The requirements are BUS-A 201, BUS-A 202, BUS-A 311, BUS-A 312, BUS-A 325.

Business Administration Minor

This minor is for non-business majors. The requirements are BUS-A 201, BUS-A 202, BUS-L 201, BUS-F 260 or BUS-M 200, BUS-W 100 and BUS-Z 302.

The prerequisite and academic policies of the School of Business and Economics will be enforced. A student must have a C (2.0) cumulative grade point average in the courses required in any minor. Non—business students must notify the recorder for the division in which their records are located, as well as the assistant director in the School of Business and Economics, that they are pursuing one of these business minors. Correspondence courses will not be accepted for credit toward any minor. Successful completion of a minor will be indicated on the student's official academic transcript. No more than half of the required courses for either minor may be transfer credit from another institution.

Master of Business Administration

Background

The School of Business and Economics initiated graduate education in business with the establishment of the M.S.B.A. degree in 1969 and succeeded it in 1988 with the M.B.A. The program is for individuals who are employed in positions of responsibility within the business community and who are pursuing a graduate education concurrently with their employment. To serve these students, all graduate courses are offered in the evening. From its inception, the program has enjoyed a broad base of support and participation from the Northwestern Indiana business community.

Purpose

The M.B.A. program focuses on teamwork and leadership and provides a professional education in business for students who possess the baccalaureate degree in any discipline. For most students, the M.B.A. is a terminal professional degree designed to enhance their performance in present and future managerial positions. Increasingly, individuals employed in non-business fields have used the M.B.A. program to broaden their academic training and enhance their prospects for a career in business.

Goals

The Faculty of the School of Business and Economics of Indiana University Northwest has identified the following Student Learning Goals to provide assurance that the graduate degree programs of the School provide an educational experience for our students consistent with our mission.

MBA students can:

- display effective teamwork skills.
- exhibit effective leadership skills with a focus on ethical and social responsibilities.
- employ key productivity and collaborative business software in the analysis of business decision situations.
- show expertise of the functional business disciplines.
- demonstrate the ability to think critically and analytically, and integrate knowledge from multiple disciplines to make effective business decisions.
- display knowledge of multicultural and diverse perspectives to make effective business decisions.
- demonstrate knowledge and understanding of ethical and social issues in making effective business decisions.

Graduate Admissions to the School of Business and Economics

Admission to the M.B.A. program is limited to students of demonstrated aptitude, ability, and scholarship. The decision is based upon a composite evaluation of the applicant's

- Undergraduate academic performance as measured by the cumulative grade point average; and
- Scores earned on the Graduate Management Admissions Test (GMAT).

Admission Test

All applicants to the M.B.A. program are required to submit their Graduate Management Admissions Test scores. This aptitude test, which does not unduly benefit individuals with previous business experience or training, is prepared by the Graduate Management Admission Council. The test is administered by Pearson throughout the United States. Students must take the GMAT at least one month before the application deadline for the semester of application. Information on the GMAT is contained in the application packet available from the Office of Graduate Studies in Business, Indiana University Northwest. This packet may be obtained by writing the address listed below or calling the indicated phone number.

School of Business and Economics Graduate Programs

IU Northwest
Dunes Medical / Professional Building, Room 1103
3400 Broadway
Gary, IN 46408
(219) 980-6635

Contact the School of Business and Economics Graduate Programs for additional contact information.

Application Deadline

Candidates may enter the program at the beginning of the fall, spring, or summer semesters. The application deadline is one month before classes start. A completed application and all supporting documents must be submitted to the Office of Graduate Studies in Business and Economics by the established deadline date. An official transcript from each college attended is required as part of the application. Applicants to the M.B.A. program who received their baccalaureate degree in from any IU campus must request an official copy of their undergraduate transcript from the Office of the Registrar, Indiana University Northwest, Gary, IN 46408.

Prerequisites

Prior to enrolling in graduate courses in the M.B.A. program, students should meet minimum proficiencies in math and computer skills. Students should have a minimum of a college-level finite mathematics class. The Indiana University course equivalent is MATH M118 Finite Mathematics. Students are also expected to be proficient in Microsoft Word, Excel, Access, and PowerPoint. Candidates who are deficient in any of these areas should speak with the director of Undergraduate and Graduate Programs to review the different options available to them to satisfy the prerequisites.

Students must complete all the foundation courses before taking core classes. Some core classes also have specific course prerequisites. They will be stated in the schedule of classes.

Proper enrollment is the individual responsibility of each student. The School of Business and Economics may cancel improper enrollment at any time, and if credit is earned in such an enrollment, the school may refuse to apply that credit toward a degree or may require enrollment in an additional class.

Policies & Procedures

Students with exceptional circumstances in regard to the policies stated in this bulletin should contact the director for advising.

Course Load

Since most M.B.A. students are employed full time, they normally carry a course load of 6 to 9 credit hours (two to three courses) per semester.

Students should understand graduate courses require more time dedicated to study outside of the classroom. Students should expect to spend 12-15 hours in study outside of class for every three hours in class.

Time Allowed for Completion of Degree

A maximum of six years is allowed for completion of the program. The six-year period begins with the first semester of course work following the granting of admission status into the program. For those students entering with no undergraduate business training, the

program can be completed in approximately three years. Students with an undergraduate degree in business may qualify to enter directly into the 36 credit hour M.B.A. core that can be finished on a part-time basis in 20-24 months.

Continuation in Good Standing

The 3.0 grade point average required for the awarding of the M.B.A. degree requires close monitoring of the graduate student's academic progress.

Students who are placed on probation will be permitted to enroll in an additional 6 credit hours (four courses). Students on probation must raise their GPA to a 3.0 within those six hours or they will be dismissed from the M.B.A. program.

Students who receive a grade of F will be automatically dismissed from the program. A student who receives three grades of C will be automatically dismissed from the program. If you receive a grade of C— or below, you must repeat the course. Both grades will be included in your GPA.

Dismissal

A student on probation will be dismissed if the student is below a 3.0 GPA after 12 credit hours of graduate coursework.

A grade of 'F' in any graduate course is ground for immediate dismissal from the MBA program.

Upon the recommendation of the Graduate/Undergraduate Committee and with the approval of the Dean of the School of Business & Economics, any student whose work is unsatisfactory or whose conduct is unethical may be dismissed from the School. This includes violations of the School's Standard's of Professional Conduct contained within this bulletin.

Students should be familiar with the Indiana University Code of Student Rights, Responsibilities and Conduct, particularly in areas of academic misconduct. *Academic misconduct may involve human, hard-copy, or electronic resources.* Students should understand dismissal can occur if *any activity is deemed to undermine the academic integrity of the institution.*

Waivers

If a student has completed course work encompassing material included in the foundation of the program, certain waivers may be granted. Students are permitted waivers for foundation courses only. No waivers for core classes are permitted. *Students can be considered for waivers if they have taken equivalent undergraduate course work with a grade of B or better (B— does not count) from an AACSB Accredited school within the past five (5) years.* The student will be notified as to waivers granted when the application for admission is formally approved. Contact the Director for more information.

Non-Degree Status

Prospective students who may require foundation courses can begin the program as a non-degree student. Students with a non-degree status may only take up to 12 credit hours of M.B.A. foundation courses. M.B.A. Core courses are not open to non-degree students.

Students can be considered for foundation course waivers if they have taken equivalent undergraduate course work with a grade of B or better (B- does not count) within the

past five years from an AACSB accredited business school. See the director for approval details.

Additionally, students who require all five M.B.A. foundation courses may complete the Graduate Certificate in Management and take all 15 credit hours of M.B.A. foundation course before the need to meet full admission requirements.

Students who do not require foundation courses must enter the program fully admitted.

Students Transferring from Another M.B.A. Program

An applicant who is admitted who has attended an M.B.A. program at another institution must take at minimum the 36 credit hour core of which no more than 6 credit hours can be transferred in. Their graduate and undergraduate coursework can be used to waive the foundation courses. Students can be considered for foundation course waivers if they have taken equivalent undergraduate course work with a grade of B or better (B- does not count) within the past five years from an AACSB accredited business school. See the director for approval details.

Transfer Credit

A total of 6 credit hours of graduate-level work may be transferred from other accredited institutions or other accredited programs at Indiana University. *All course work must be preapproved by the Graduate/Undergraduate Faculty Committee, and students must obtain a grade of B or better to qualify for transfer.* See the director of graduate studies for details.

Grade of Incomplete

A grade of Incomplete (I) may be given only when the work in the course is substantially completed and when the student's work is of passing quality. An Incomplete must be changed to a letter grade within one year from the date of its recording. The student must meet with the professor and complete all work required by him/her and submit it well in advance of the one-year deadline. Students who receive a grade of I are not to re-enroll in the same class.

Independent Study

Students are permitted to engage in up to 6 credit hours of approved Independent Study. These credits can be used to fulfill electives and may not be used to complete a required foundation or core class.

Students must submit the completed proposal form, approved by the sponsoring professor, to the director, by the date specified within the printed Schedule of Classes.

Withdrawals

Students are permitted to drop a class up to the Automatic Withdrawal deadline. *Students may not withdraw from a class after the automatic withdrawal deadline except under extreme circumstances.* If a student seeks to drop a class after the deadline, the student must submit a request explaining the extreme circumstances that support the withdrawal. A poor or failing grade is *not* a legitimate reason to request permission to withdraw after the deadline. The student request is submitted to the director, who will submit the request to the dean to approve or deny the request.

Students in the Weekend M.B.A. program are not subject to published withdrawal deadlines. Please contact the Director for more information.

Applying for Graduation

Students can pick up the application for graduation in the main office of the business school or ask to have one faxed to them. Students must submit applications the semester prior to finishing their degree requirements so that the graduate director has time to audit student files. The Office of the Registrar requires a tentative list of graduates at the beginning of each semester.

Students who wish to sit for the Indiana CPA exam must meet these requirements and may require additional courses. Consultation with the director is strongly advised to ensure meeting these requirements.

Degree Requirements

Each M.B.A. candidate is required to complete a *minimum* of 30 credit hours in the M.B.A. core. For students who have no waivers from the foundation courses, a total of 51 credit hours will be required for completion of the M.B.A. degree. A cumulative grade point average of 3.0 (4.0 = A) or higher in all work taken for graduate credit must be earned as a prerequisite for continuation in good standing and for graduation.

During the first semester of enrollment in the M.B.A. program, every student will be required to prepare and file a program of study with the director of graduate studies in business. The program will provide the candidate with the opportunity to chart the time period during which the degree requirements will be met.

All students must complete a minimum of the 36 credit hours in the M.B.A. core, of which no more than 6 credit hours are transferred from another institution, and meet additional requirements as stated upon admission. Students must have at least a 3.0 cumulative GPA in all classes counted toward the M.B.A. degree. If a student repeated a course, both grades count in the degree GPA. Degree requirements must be completed within six years from the date of the first semester enrolled. Enrollment as a guest/non-degree/certificate student counts in the six years.

Students must file an application for graduation the semester before they expect to complete degree requirements. Failure to file this application will result in the student's name not appearing on the graduation list for the semester in which the course work is being completed.

Foundation Courses - 15 credit hours

BUNW A512 Statistical Tools for Management (3 cr.)
 BUNW A514 Economics for Managers (3 cr.)
 BUNW A513 Accounting for Decision Making (3 cr.)
 BUNW B511 Marketing Management (3 cr.)
 BUNW B512 Financial Management (3 cr.)

Total (15 cr.)

Core Courses - 36 credit hours

BUNW A516 Management Information Systems (3 cr.)
 BUNW A 523 Managing Accounting Information (3 cr.)
 BUNW B513 Operations Management (3 cr.)

BUNW B514 Legal, Ethical and Social Environment of Business (3 cr.)
 BUNW B 515 Introduction to International Business (3 cr.)
 BUNW C512 Managing In a Team Based Organization (3 cr.)
 BUNW C515 Advanced Marketing Management (3 cr.)
 BUNW C517 Financial Management Analysis (3 cr.)
 BUNW G502 Managerial Economics (3 cr.)
 BUNW G514 Human Resource Management (3 cr.)
 BUNW Z506 Leadership
 BUNW D511 Strategic Management (3 cr.)

Total (36 cr.)
 Total with no waivers (51 cr.)

Certificates

In 1974 the School of Business and Economics instituted a unique program for adults desiring to secure training for a career in the expanding field of accounting. The Post Baccalaureate Certificate in Accounting (PBCA) is geared for mature students whose positions or occupations lack opportunity or challenge or whose talents are being underutilized. The program is open to anyone holding a bachelor's degree from an accredited college or university. Students will receive instruction in the major areas of accounting and selected courses in the basic business core.

Indiana University Northwest's Graduate Certificate in Management (GCM) is a 15 credit hour program of study in management designed for individual who works full-time but wants to enhance their current management skills or add a graduate certificate to an existing undergraduate degree. This 15 credit hour Certificate can be finished on a part-time basis in as little as 9-12 months. This program is intended for someone with an undergraduate degree in a field other than business who may not wish to pursue a full Masters degree just yet.

The complete range of counseling and placement services of the school is available to certificate students. (Consult the for details)

Postbaccalaureate Certificate in Accounting

The Postbaccalaureate Certificate in Accounting program is intended to provide students with concentrated training in accounting and closely related fields and is designed for those who want to develop proficiency in accounting, an area where there is likely to be an adequate market demand for the next several years.

The program is open to anyone who possesses a bachelor's degree in any field from an accredited college or university. The only requirements for entry are an application and official transcript for all undergraduate work must be submitted to the School of Business and Economics. The program is keyed to the needs of a broad spectrum of individuals who wish to move into a field that is both challenging and rewarding. The age range of the participants in the program is higher than that of typical students, running from the early twenties to forties. Enrollment may be either full time or part time. The length of time required to complete this program depends on undergraduate courses already completed. The full range of counseling and placement services of the school is available to certificate students.

Student Consumer Information about this Program

Admissions

Students must have a bachelor's degree in any field from an accredited college or university. An application and application fee plus an official transcript of all undergraduate work must be submitted to the director of the School of Business and Economics.

A complete review of undergraduate work will determine the student's plan of study.

Personal Computer Prerequisites

Students must demonstrate competency in the use of personal computers, particularly in spreadsheet use. Students who do not have these minimum skills will be required to take CSCI A106 Introduction to Computing.

Transfer Credits

Up to 6 credit hours can be granted for courses taken at other accredited colleges and universities, provided that the student submits evidence (for example, catalog descriptions of courses) that the courses are equivalent to those specified in the Postbaccalaureate Certificate in Accounting program. A student who has already successfully completed, whether as an undergraduate or graduate student, any course specified in the program can, at his or her option, repeat the course or take another approved course

The specific requirements are as follows.

Accounting (24 cr.)

- BUS A201 Introduction to Financial Accounting (3 cr.)
- BUS A202 Introduction to Managerial Accounting (3 cr.)
- BUS A311 Intermediate Accounting I (3 cr.)
- BUS A312 Intermediate Accounting II (3 cr.)
- BUS A325 Cost Accounting (3 cr.)
- BUS A328 Introduction to Taxation (3 cr.)
- BUS A424 Auditing (3 cr.)
- Additional accounting (3 cr.)

Total (24 cr.)

Basic Business and Economics Core (6 cr.)

- BUS F301 Financial Management (3 cr.)
- Select one of the following
 - BUS F420 Investments (3 cr.)
 - BUS F494 International Finance (3 cr.)

Total (6 cr.)

No more than 6 credit hours in business law and no more than 6 credit hours in computer science.

Students who wish to sit for the Indiana CPA exam must meet these requirements. Consultation with the director is strongly advised to ensure meeting these requirements.

Graduate Certificate in Management

This program is intended for someone with an undergraduate degree in a field other than business who may not wish to pursue a full Masters degree just yet. All five courses will apply towards the Masters in Business

Administration (M.B.A.) if a student wishes to continue their studies.

Student Consumer Information about this Program

Admission

Students should submit a completed application, application fee and official transcripts showing their undergraduate degree.

Certificate students must meet the M.B.A. admissions requirements as stated in this bulletin if they wish to apply Certificate courses to their M.B.A. program.

For students who need computer training, we suggest you take advantage of the self-tutorials available online, on CD-ROM at our bookstore or enroll in several of the free computer training seminars offered on campus. New students will be advised of their options when they meet with the Graduate Director once they have been admitted.

School of Education

Administrative Officers

Tim Mitchell, M.S., *Director of Student Teaching and Field Experiences*

Kelly Zieba, B. S., *Assistant Director of Education Student Services*

Phone: (219) 980-6510

Website: www.iun.edu/education/

Overview

Degrees Offered

Bachelor of Science degree in Elementary Education
 Bachelor of Science degree in Secondary Education
 Master of Science degree in Elementary Education
 Master of Science degree in Secondary Education
 Master of Science degree in Educational Leadership

The Student's Responsibility

Advisors and directors assist students in planning a program of study to satisfy requirements, but each student assumes final responsibility for meeting all deadlines and all requirements.

Contact Information

School of Education
 IU Northwest
 Hawthorn Hall, Room 354
 3400 Broadway
 Gary, Indiana 46408
 (219) 980-6510

Contact the School of Education for additional contact information.

Mission

The School of Education (SOE) supports and facilitates the shared vision of IU Northwest by collaborating and cooperating with other educational institutions, external partners, and surrounding communities to further excellence in educational processes and enhance the overall quality of life in those communities.

In light of these commitments, the mission of the SOE at IU Northwest is to prepare professional educators who

have the knowledge, skills, and dispositions essential for becoming reflective professionals and lead teachers.

Accreditation

The National Council for Accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools fully accredit IU Northwest. The Indiana Department of Education has approved all IU Northwest SOE programs for teacher and administrative licensing through the bachelor's and master's levels.

Services

Academic Advisement

This service helps students plan a complete program of study leading to a degree and/or teacher licensing. Students should consult their advisors before registering for classes each semester.

Ombudsperson

Each academic year one faculty member is designated to be the ombudsperson for the students in the School of Education. The function of the ombudsperson is to meet with students to resolve their academic problems. Discussions are handled *confidentially*. The name of the current ombudsperson is available in the Office of Education Student Services.

Licensure

The School of Education provides services for obtaining teaching licenses. Additional information is available in the Office of Education Student Services.

Honors

Degrees Awarded with Distinction

The SOE recognizes outstanding performance in coursework by awarding degrees with three levels of distinction. The levels of distinction, which are printed on the transcript and IU diploma, are determined by the overall cumulative grade point average:

3.55 - 3.699 Distinction
 3.70 - 3.849 High Distinction
 3.85 - 4.00 Highest Distinction

Licensing Programs

Initial licensing programs focus on helping students acquire the knowledge and skills necessary to become a reflective professional teacher. This program is based upon the School of Education's Reflective Professional model. The research-based conceptual framework for this model contains nine program outcome areas. They are:

- Communications Skills
- Higher-Order Thinking Skills
- Instructional Media Services and Technology
- Learning and Development
- School Culture and Diversity
- Instructional Design and Delivery
- Classroom Management
- Assessment and Evaluation
- Professional Development

A valid extended criminal background check is required of all students in these programs. Student portfolios must contain at least one artifact for each of the outcomes listed

above. Each artifact must be scored at a 3 or better on a 4 point scale.

Graduate Licensing Programs in the SOE

To be admitted to a graduate licensure program, students must have a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale. Admission to all programs also requires the passing of specific CASA exams. Students are advised to visit the Office of Education Student Services to see which exams are required in their specific areas. All programs leading to a new license have portfolio requirements based on the Conceptual Framework for Initial Programs.

Urban Teacher Education Program - Option II

The Urban Teacher Education Program (UTEP) is experience-rich, field-based, and leads to teacher licensing in selected areas through undergraduate and graduate programs, Option I and Option II, respectively.

Option I is designed for undergraduates and offers a unique opportunity for those enrolled in the SOE to do a yearlong experience in an urban professional development school and obtain certification in elementary or secondary education.

Option II is designed to attract the best and brightest non-education majors who desire to be urban teachers and who hold a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale. Successful completion of the program (licensure) requires completing all content area coursework stipulated for the licensure area (with a minimum grade of a C); teaching will be obtained by demonstrating successfully functioning in an urban classroom; receiving a satisfactory evaluation of performance by a mentor, university supervisor, and building administrator; passing CASA and CORE exams; and completing required course and portfolio requirements.

Requirements

- EDUC S508: Content Area Methods in the Urban Classroom. Separate sections for English/ Speech/ Visual Arts/Mathematics/ Science/Social Studies (3 cr.)
- EDUC S510 Methods of Teaching in Secondary Urban Schools (3 cr.)
- EDUC K505 Introduction to Special Education (3 cr.)
- EDUC L517 Advanced Study in the Teaching of Reading in the Junior High and Secondary Schools (3 cr.)
- EDUC T550 Cultural/Community Forces and the School (3 cr.)
- EDUC M501 Field Experience in Urban Classrooms (3 cr.)
- EDUC S508 Content Area Methods in the Urban Classroom. Separate sections for English/ Mathematics/ Science/Social Studies/Visual Arts (3 cr.)
- EDUC P507 Testing in the Classroom (3 cr.)
- EDUC M550 Student Teaching (12 weeks) (3 cr.)

UTEP is committed to the development of "star" urban teachers as supported by the research on effective teaching in urban schools. The program ensures that

preservice teachers are exposed to "best practice" in urban teaching, through the collaborative mentorship of school-based and university-based faculty members.

Graduates of the program are given "first consideration" in hiring by the urban districts of East Chicago, Gary, and Hammond.

Initial License in Exceptional Needs - Mild Intervention (P-12)

Only EDUC K505 and K555 may be taken by students before passing the CASA exams.

Course Requirements (all courses are 3 credits):

- EDUC K505 Introduction to Special Education
- EDUC K555 Reading Assessment and Instruction for Special Education
- EDUC K501 Adaptive Computers for Special Education
- EDUC K520 Introduction to Emotional Disabilities
- EDUC K525 Introduction to Mild Disabilities
- EDUC K535 Assessment and Remediation of Mild Disabilities I
- EDUC K536 Assessment and Remediation of Mild Disabilities II
- EDUC K543 Education of Students with Emotional Disturbances
- EDUC M501 Field Experience in Special Education: Mild Disabilities
- EDUC M501 Field Experience in Special Education: Emotional Disabilities
- EDUC P519 Psychological Assessment of Exceptional Children
- One approved elective

The following 15-week practicum experience:

- EDUC K595 Practicum in Special Education

Prerequisites to Student Teaching or the Practicum in Special Education are completion of all other courses required for this program with a C or better, a cumulative grade point average of 3.0 for these program courses, completion of Portfolio requirements, and passing scores on the CORE exams.

Additions

Teachers may add certifications or licensure areas their Indiana teaching license. Requirements can be obtained in the Office of Education Student Services.

Building-Level Administrator License

Teachers may earn a building-level administrator's license through the Master's degree in Educational Leadership.

Conversion of a Standard Teaching License to a Professional Teaching License

See the Licensure Officer for requirements.

Undergraduate Licensing Programs in the SOE

The following undergraduate licensing programs are offered at IU Northwest.

- Elementary/Special Education: Teaching All Learners
- P-12 Visual Arts
- Secondary (Middle and High School)
 - Language Arts (English)

- Mathematics
- Science (Earth/Space Science, Chemistry, and/ or Life Science)
- Social Studies (Economics, Government, Historical Perspectives, Psychology, Sociology)

Bachelor of Science in Education

The School of Education at IU Northwest offers bachelor's degrees in Elementary Education and Secondary Education.

Admission

Admission to the Teacher Education Program (TEP)

The Teacher Education Program (TEP) begins in the junior year for Teaching All Learners/Elementary Education students and in the junior year for Secondary and Visual Arts Education students and focuses on helping students acquire the knowledge and skills necessary to become a reflective professional teacher. This program is based upon the SOE's Reflective Professional Model. The research-based conceptual framework for this model contains nine program outcome areas:

- Communications Skills
- Higher-Order Thinking Skills
- Instructional Media Services and Technology
- Learning and Development
- School Culture and Diversity
- Instructional Design and Delivery
- Classroom Management
- Assessment and Evaluation
- Professional Development

Student Portfolio

The student portfolio shall consist of artifacts, scoresheets and reflections created by the student that demonstrate the acquisition of the knowledge and skills within each of the nine initial program outcomes. The student will begin to create the portfolio prior to entering the TEP. Specific portfolio checkpoints have been established in both the elementary and secondary programs. The portfolio must be completed prior to student teaching.

Admission to the Teacher Education Program - Admission Requirements

- Application for admission to the Teacher Education Program must be filed prior to the beginning of the semester in which students plan to start.
- Students must have successfully completed at least 26-45 credit hours with a cumulative grade point average of at least 2.50 and have submitted an Extended Criminal Background Check.
- Students must have successfully completed with a grade of C or higher ENG W131 Elementary Composition (3 cr.), SPCH S121 Public Speaking (3 cr.), EDUC W200 Using Computers in Education (3 cr.), EDUC F200 Examining Self as Teacher (3 cr.), EDUC K205 Introduction to Exceptional Children, and EDUC P250 Educational Psychology (3 cr.).
- Students must have passed all parts of the CASA Exam (reading, writing, and mathematics). The

cutoff scores are available in the Office of Education Student Services

- Requests for exceptions are handled by the Admissions and Reinstatement Committee and should be addressed to the Dean of the School of Education.

Student Teaching Program

In the Student Teaching Program, the student assumes all the responsibility for teaching in an elementary, special education, or secondary classroom.

Admission Requirements

- File an application for admission to the Student Teaching Program at least six calendar months before the beginning of the student teaching semester. (Deadlines are sent to students via university listserv)
- Complete at least 30 of the last 60 credit hours of academic work at IU Northwest, including the professional methods courses.
- Have at least a 2.50 cumulative grade point average with grades of C or higher in all required cognate and education courses.
- Be at least a first-semester senior. Normally, this will mean that the student has satisfactorily completed at least 86 credit hours of academic work.
- In the case of Elementary Education majors, complete required work in the areas of language arts, mathematics, science, and social studies.
- In the case of SH/JH /MS education majors, complete at least 85 percent of the major teaching area requirements and 75 percent of the minor teaching area requirements.
- Complete all required professional methods courses within three years prior to enrolling in student teaching.
- Pass the prestudent teaching portfolio check.
- Pass the all examinations required for teacher licensing by the Indiana Department of Education.
- If an interview is requested by the cooperating institution, the student must participate in an interview with a representative of the institute or agency in which the student teaching will be completed and obtain a favorable recommendation.

Students are discouraged from taking additional academic work during the same semester of enrollment in student teaching.

The Director of Student Teaching and Field Experiences shall be the sole judge as to whether the student has met the requirements for admission to, and continuing in, the Student Teaching Program.

Completion of the Student Teaching Program and Application for a Teaching License

- Obtain a satisfactory recommendation from the Director of Student Teaching and Field Experiences

The student will be eligible for a teaching license when the baccalaureate degree has been granted, all required CASA, Core and pedagogy exams have been passed, an extended criminal background check shows no negative activity, and fees and licensing requirements by the

Indiana Department of Education have been paid and/or satisfied.

Policies & Procedures

Undergraduate Admission

Admission to the School of Education expires upon receipt of a degree, upon completion of special admission work, or when no work has been completed on this campus in a period of one calendar year. Students must then reapply for admission to the school.

Admission and Reinstatement Appeals

A student whose enrollment was terminated by the SOE may petition for reinstatement to the Education Admission and Reinstatement Committee.

Credit Transfer Policy for Baccalaureate Degrees

Undergraduate students wishing to transfer from other institutions should first call or write the admissions office at IU Northwest for information concerning admission and transfer of credit. Even though credit hours are transferred through the admissions office, they may or may not be applicable to degree programs in the SOE. The SOE determines the acceptance of transferred credit.

Two major concerns underlie this policy: program integrity and fairness. The SOE ensures program integrity through counseling and mentoring by faculty. Fairness is ensured through collaborative planning by the student and his/her faculty mentor.

Credit transfer is administered by the IU Northwest admissions office and the academic advisor of the SOE with the advice of appropriate faculty, including the student's faculty advisor. Formal appeals of decisions and the consideration of requests for exceptions to existing policy are provided for by a standing committee of the faculty of the SOE.

Credit transfers for a course must not be confused with performance criteria for a degree, certificate, or license. Most programs of the SOE require performance criteria that are evidenced by portfolio artifacts. Course completion or credit transfer does not, by itself, constitute meeting performance criteria. While it may be possible to include work done apart from courses taken at IU Northwest within a required portfolio, performance criteria required for degrees, certificates, or licenses awarded by the SOE must be demonstrated after acceptance into the school.

Academic work from a regionally accredited college or university that is certified by the state of Indiana, or a body of similar stature, to offer teacher education and for which a student grade is at or above the level of C, may be transferred for credit but will be transferred for program requirements subject to the following conditions.

- Undergraduate or graduate students who have successfully completed any course at any other Indiana University campus that is part of a program at IU Northwest will receive full credit for that course. Products or performances that are required for any academic objective at IU Northwest must however still be demonstrated. Assistance toward meeting performance criteria at IU Northwest is provided, in part, through enrolling and completing credit courses. A student who has transferred such

course credit will be given assistance as may be needed toward meeting performance criteria by being allowed to attend the course at IU Northwest without having to re-enroll or pay tuition for it. Similar arrangements may be possible for other transfer students. These will be considered on a case-by-case basis.

The last 30 credit hours of any undergraduate degree program to be awarded by IU Northwest must be completed after being admitted to the SOE at IU Northwest.

Acceptance into a degree, license, or program must be accompanied with an approved program of studies that has been validated by appropriate faculty and certification advisors within the SOE at IU Northwest.

Electives

Free electives for Senior High/Junior High/Middle School majors are those courses applied toward the required credit hour total, but not applied to the area of general education, subject major, or subject minor. Courses numbered 100 or higher may be used as free electives. No College of Arts and Sciences courses with a J prefix and no courses without a departmental prefix may be used as electives.

Field Experiences

When applying for admission to an undergraduate education program, students should know that each semester of the education sequence has a field experience course.

Good Standing

To maintain good standing within the SOE, undergraduate students must keep a cumulative grade point average of at least 2.5. Students whose GPA falls below 2.5 will be placed on probation. Students whose GPA remains below 2.5 a second semester will be placed on strict academic probation.

Students on strict academic probation whose GPA does not rise above 2.5 will be dismissed from the SOE.

Semester Load

A full-time undergraduate student is expected to carry 12-17 credit hours of academic work per semester. If students have earned a cumulative grade point average of at least B (3.0) in all work taken at Indiana University, they may receive permission from the SOE Dean or Director of Education Student Services to carry 18 credit hours or more in a semester. Education students are discouraged from enrolling in more than 6 credit hours of academic work during Summer Sessions. It is recommended that a person who is employed full time take no more than 6 credit hours of academic work.

Bachelor of Science in Education Degree Requirements

- Regular matriculation requirements of the university.
- A cumulative grade point average of at least 2.5.
- Successful completion of 35 credit hours of junior- and senior-level courses (courses numbered higher than 299).
- Successful completion of at least 30 of the last 60 credit hours of academic work, including the

- teaching methods courses, in residence at IU Northwest preceding admission to student teaching.
- Successful completion of at least 120 credit hours of appropriately distributed academic credit hours within seven calendar years of the intended date of receipt of the degree. Any work completed seven or more calendar years prior to that date will be subject to review to determine its acceptability toward the degree. Methods courses three or more calendar years old and student teaching two or more years old will also be subject to review.
 - Successful completion of all required courses and a grade of C or better in all education courses and all teaching content area courses.
 - Successful completion of all program checkpoint and portfolio requirements.
 - Demonstration of specific knowledge, performances, and dispositions as required by the Indiana Department of Education.

Application for Degree

When students register at IU Northwest the last time before completing the requirements for a degree in the School of Education, they should file an application for the degree with the Office of Education Student Services. Students completing work for degrees in the SOE in absentia must notify the same office at least one semester prior to the time when the degree is to be granted.

Elementary / Special Education Initial Program

General Education Requirements Teaching All Learners: Elementary / Special Education Initial Program

The School of Education prepares students in the Teaching All Learners: Elementary Education Initial Program (TAL) for careers teaching in elementary K-6 and special education classrooms grades K-6.

Candidates who complete this program will receive a Bachelor of Science degree in Elementary Education and are eligible for the Elementary Generalist (K-6), Exceptional Needs—Mild Intervention.

General Education Requirements (56 cr.)

Language Arts (6 cr.)

- ENG W131 Elementary Composition (3 cr.)
- SPCH S121 Public Speaking (3 cr.)

Cultural and Historical Studies (6 cr.)

- Select one of the following:
- HIST H105 American History I (3 cr.) or
- HIST H106 American History II (3 cr.) and
- HIST A363 Indiana History (3 cr.)

Social and Behavioral Studies (6 cr.)

- GEOG G110 Introduction to Human Geography (3 cr.)
- Approved Minority Studies elective (3 cr.)

Mathematical, Physical, and Life Sciences (23 cr.)

- MATH T101 Mathematics for Elementary Teachers I (3 cr.)
- MATH T102 Mathematics for Elementary Teachers II (3 cr.)
- MATH T103 Mathematics for Elementary Teachers III (3 cr.)
- Biology (with lab)
- Geology (with lab)
- Chemistry or Physics (with lab) or EDUC Q200 Inquiry for Elementary Teachers

Health and Physical Education (5 cr.)

- HPER P290 Movement Experiences for Preschool and Elementary School Children (2 cr.)
- HPER H414 Health Education in Grades K-8 (3 cr.)

Arts and Humanities (10 cr.)

- ENG W231 Intermediate Expository Writing (3 cr.)
- ENG L390 Children's Literature (3 cr.)
- EDUC M323 Teaching Music in the Elementary Schools (2 cr.)
- EDUC M333 Art Experiences for the Elementary Teacher (2 cr.)

Educational Foundation Requirements (15 cr.)

- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC W200 Using Computers in Education (3 cr.)
- EDUC P250 Educational Psychology (3 cr.)
- EDUC K205 Introduction to Exceptional Children (3 cr.)
- EDUC H340 Education and American Culture (recommended for the third block) (3 cr.)

Checkpoint #1

Teacher Education Requirements Professional Education

The required education courses are sequenced into five blocks that must be completed in order. Each of these courses must be completed with a grade of C or higher before a student can continue in the program. The professional education courses listed as follows may be taken only after admission into the Teacher Education Program.

Teacher Education Program (48 cr.)

Candidates may begin the Teacher Education Program only when they have completed the requirements listed earlier in this bulletin.

First Block (12 cr.)

- EDUC M310 General Methods (3 cr.)
- EDUC K343 Education of the Socially and Emotionally Disturbed I (3 cr.)
- EDUC K370 Introduction to Learning Disabilities (3 cr.)
- EDUC E335 Introduction to Early Childhood Education (3 cr.)

Second Block (12 cr.)

- EDUC E339 Methods of Teaching Language Arts (3 cr.)

- EDUC E340 Methods of Teaching Reading I (3 cr.)
- EDUC E325 Social Studies in the Elementary Schools (3 cr.)
- EDUC M301 Field Experience (3 cr.)

Third Block (12 cr.)

- EDUC E341 Methods of Teaching Reading II(3 cr.)
- EDUC K344 Education of the Socially and Emotionally Disturbed II (3 cr.)
- EDUC K352 Education of Children with Learning Problems (3 cr.)
- EDUC K495 Practicum in Special Education (3 cr.)

Fourth Block (12 cr.)

- EDUC E328 Science in the Elementary Schools (3 cr.)
- EDUC E343 Mathematics in the Elementary Schools (3 cr.)
- EDUC P345 Academic and Behavioral Assessment of the Mild Handicapped Child (3 cr.)
- EDUC M304 Field Experience (3 cr.)

(Checkpoint #2)

Fifth Block (12 cr.)

Student Teaching (12 cr.)

- CORE and pedagogy requirement
- EDUC M425 Student Teaching: Elementary (6 cr.)
- EDUC K480 Student Teaching: Special Education (6 cr.)

Secondary Education Program

Required General Education Courses

Secondary education majors must check with the Office of Education Student Services for changes in requirements.

The general education courses required for this program provide a liberal education regardless of teaching major.

Writing and Speaking (6 cr.)

- o ENG-W 131 Elementary Composition (3 cr.)
- o SPCH-S 121 Public Speaking (3 cr.)

Mathematical, Physical and Life Sciences (minimum 11 cr.)

- MATH-M 100 (4 cr.)
- MATH-K 200 (3 cr.)
- One Natural Science with a lab (4-5 cr.). Select one of the following:
 - BIOL L100 Humans and the Biological World (5 cr.)
 - GEOL G101 Introduction to Earth Science: Lecture (4 cr.) and GEOL G102 Introduction to Earth Science: Lab (1 cr.)

Math and Science majors should check with their advisors and take the most appropriate courses.

Social and Behavioral Sciences

- EDUC P250 Educational Psychology (3 cr.)
- One approved elective (3 cr.)

Social studies majors must take SOC S161 Principles of Sociology (3 cr.) or PSY P101 Introductory Psychology I (3 cr.)

Arts and Humanities (6 cr.)

- ENG W 231 Professional Writing Skills (3 cr.)
- One approved elective (3 cr.)

Visual Arts majors must take FINA A341 Nineteenth-Century European Art (3 cr.) or FINA A342 Twentieth-Century Art (3 cr.)

Social Studies majors must take Minority Studies 300 level or above cross-list (HIST/AFRO/CHRI-C) (3 cr.)

English majors must take ENG W233 Intermediate Expository Writing (3 cr.) or ENG W350 Advanced Expository Writing (3 cr.)

Cultural and Historical studies (6 cr.)

- One approved minority studies elective (3 cr.)
- One approved elective (3 cr.)

Social Studies majors must take HIST H113 History of Western Civilization I (3 cr.) and HIST H114 History of Western Civilization II (3 cr.)

Visual Arts majors must take FINA A383 Contemporary Art (3 cr.)

Total (34-36 cr.)

Educational Foundation Courses

- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC W200 Using Computers in Education (3 cr.)
- EDUC K205 Introduction to Exceptional Children (3 cr.)
- EDUC H340 Education and American Culture (3 cr.)

Total (12 cr.)

Professional Education Courses

The required education courses are sequenced into four blocks that must be completed in order. Each course must be completed with a grade of C or better before a student can continue in the program. The professional education courses listed as follows may only be taken after admission into the Teacher Education Program.

Portfolio Checkpoint #1

First Block

- EDUC M314 General Methods: Senior High/Junior High/Middle School Teachers (3 cr.)

Second Block

- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M301 Field Experience (3 cr.)
- The appropriate methods course for each specific teaching major.
 - EDUC M330 Foundations of Art Education and Methods I (3 cr.)
 - EDUC M437 Teaching Science 5-12 (3 cr.)
 - EDUC M441 Methods of Teaching SH /JH/ MS Social Studies (3 cr.)
 - EDUC M452 Methods of Teaching SH /JH/ MS English (3 cr.)

- EDUC M457 Methods of Teaching SH /JH/ MS Mathematics (3 cr.)
- EDUC M469 Content Area Literacy (3 cr.)

Third Block

- EDUC M464 English/Language Arts Special Methods (3 cr.)
- EDUC P407 Psychological Measurement in the Schools (3 cr.)
- EDUC M304 Laboratory/Field Experience (3 cr.)
- The appropriate methods course for each specific teaching major.
 - EDUC M430 Foundations of Art Education and Methods II (3 cr.)
 - EDUC M446 Methods of Teaching SH /JH/ MS Science (3 cr.)
 - EDUC M464 Methods of Teaching Reading (3 cr.)
 - EDUC M483 Teaching Social Studies 5-12 (3 cr.)
 - EDUC M459 Teaching Mathematics 5-12 (3 cr.)

Portfolio Checkpoint #2

Fourth Block

- Pass state licensure exams
- EDUC M480 Student Teaching in the Secondary School (12 cr.)

Portfolio Checkpoint #3

Required Courses for Majors

- **Teaching Majors Available** - Credit for at least 36 credit hours must be obtained in each subject area (not including the methods). Some majors require more than 36 credit hours. To have a science major, students must select one licensure area. To have a social studies major, students must select one licensure area in addition to historical perspectives.
- English
- Mathematics
- Science with licensure areas in
 - Life Science
 - Chemistry
 - Earth/Space Science
- Social Studies with licensure areas in
 - Historical Perspectives (required)
 - Economics
 - Government (Political Science)
 - Psychology
 - Sociology
- Visual Arts
-

Required Courses for English Major

- Select one of the following (3 cr.)
 - ENG W233 Intermediate Expository Writing (3 cr.)
 - ENG W350 Advanced Expository Writing (3 cr.)

- Select one of the following (3 cr.):
 - ENG W301 Writing Fiction (3 cr.)
 - ENG W303 Writing Poetry (3 cr.)
- One approved Speech Elective (3 cr.)
- One approved Minority or Multicultural Literature at the 200 level or above (3 cr.)
- ENG G205 Introduction to the English Language (3 cr.)
- ENG G207 Grammar and Usage (3 cr.)
- One approved Communication Elective at the 200 level or above (3 cr.)
- Two approved American Literature Electives (6 cr.) at the 300 level or above (6 cr.)
- ENG L391 Literature for Young Adults (3 cr.)
- One approved Theater Elective (3 cr.)
- ENG L315 Major Plays of Shakespeare (3 cr.)
- Two approved English Literature Electives at the 200 level above (6 cr.)

Required Courses for Mathematics Major

- PHYS-P101 Physics in the Modern World I (4 cr.)
- MATH M118 Finite Mathematics (3 cr.)
- MATH M126 Trigonometric Functions (2 cr.)
- MATH M215 Analytic Geometry and Calculus I (5 cr.)
- MATH M216 Analytic Geometry and Calculus II (5 cr.)
- MATH M311 Calculus III (4 cr.)
- MATH M301 Applied Linear Algebra (3 cr.)
- MATH M360 Elements of Probability (3 cr.)
- MATH M391 Foundations of the Number System (3 cr.)
- MATH M366 Elements of Statistical Inference (3 cr.)
- MATH T336 Topics in Euclidean Geometry (3 cr.)
- MATH M447 Mathematical Models and Applications I (3 cr.)
- Mathematics Electives (6 cr.). Choose two of:
 - MATH M343 Introduction to Differential Equations with Applications (3 cr.)
 - MATH M403 Introduction to Modern Algebra I (3 cr.)
 - MATH M405 Number Theory (3 cr.)
 - MATH M413 Introduction to Analysis I (3 cr.)
 - MATH M483 Historical Development of Modern Mathematics (3 cr.)

Required Courses for Science Major

Science Candidates must select at least one licensure area from the following: life science, chemistry, and earth/space science. Candidates must complete all core courses as well as all courses in their chosen licensure area.

Core Courses

- BIOL L101 Introduction to the Biological Sciences (4 cr.)
- CHEM C105 Principles of Chemistry (3 cr.)
- CHEM C125 Experimental Chemistry (2 cr.)
- GEOL G101 Introduction to Earth Science: Lecture (3 cr.)
- GEOL G102 Introduction to Earth Science: Laboratory (1 cr.)

- GEOL G185 Global Environmental Change (3 cr.)

Life Science

- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Experimental Chemistry II (2 cr.)
- PHYS P101 Physics in the Modern World (4 cr.)
- BIOL L102 Introduction to the Biological Sciences II (4 cr.)
- BIOL L211 Molecular Biology (3 cr.)
- BIOL L473 Ecology (4 cr.)
- BIOL M200 Microorganism in Nature in Disease (4 cr.) or BIOL M310 Microbiology (3-4 cr.)
- One approved elective # 300 level

Chemistry

- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Experimental Chemistry II (2 cr.)
- CHEM C341 Organic Chemistry I (3 cr.)
- CHEM C343 Organic Chemistry Laboratory I (2 cr.)
- AST A105 Stellar Astronomy (3 cr.)
- PHYS P201 or PHYS P221 General Physics I (5 cr.)
- PHYS P202 or PHYS P222 General Physics II (5 cr.)
- One approved elective # 300 level

Earth/Space Science

- AST A100 The Solar System (3 cr.)
- AST A105 Stellar Astronomy (3 cr.)
- PHYS P101 Physics in the Modern World (4 cr.)
- GEOL G209 History of Earth (3 cr.)
- GEOL G221 Introductory Mineralogy (4 cr.)
- GEOL G222 Introductory Petrology (4 cr.)
- GEOG G304 Meteorology and Physical Climatology (3 cr.) or GEOL G210 Oceanography (3 cr.)
- One approved elective # 300 level

Required Courses for Social Studies Major

Social Studies Candidates must select at least one licensure area from the following: government, economics, sociology, or psychology. Candidates must complete all core courses as well as all courses in their chosen licensure area.

Core Courses (Historical Perspectives)

- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- HIST A363 Indiana History (3 cr.)
- HIST B 391 Themes in World History (3 cr.)
- POLS Y103 Introduction to American Politics (3 cr.)
- POLS Y384 American Political Thought I (3 cr.)
- ECON E111 Economic History (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- HIST H113 History of Western Civilization I (3 cr.)
- HIST H114 History of Western Civilization II (3 cr.)
- SOC S161 Principles of Sociology (3 cr.) or PSY P101 Introductory Psychology I (3 cr.)

Government

- One approved 100-200 level Political Science Elective (3 cr.)
- Two approved # 300 level Political Science Electives (6 cr.)

Economics

- ECON E103 Microeconomics (3 cr.)
- ECON E104 Macroeconomics (3 cr.)
- One approved # 300 level Economics Elective (3 cr.)

Sociology

- SOC S161 Principles of Sociology (3 cr.)
- One approved 100-200 level Sociology Elective (3 cr.)
- Two approved # 300 level Sociology Electives (6 cr.)

Psychology

- PSY P101 Introductory Psychology I (3 cr.)
- PSY P102 Introductory Psychology II (3 cr.)
- Two approved # 300 level Psychology Electives (6 cr.)

Secondary and P-12 Visual Arts Education Program

Visual Arts Education Program

The undergraduate and graduate Initial License programs in Visual Arts Education at IU Northwest are designed to prepare effective educators to work in a variety of school settings. Candidates in this program are provided opportunities to learn and practice the knowledge, skills, and dispositions needed to become effective visual arts teachers. Graduate candidates earn a license for the secondary setting grades P-12 through the Urban Teacher Education Program (UTEP). Undergraduate candidates earn a Bachelor of Science in Education: Visual Arts degree, which prepares them to teach art at all grades (P-12).

Visual Arts Graduate Degree Requirements

Required Courses for Secondary and P-12 Visual Arts Education

Candidates can choose to earn a license in all grades P-12, elementary K-6, or secondary 5-12. Field and clinical experiences are at the appropriate levels for licensure.

Required General Education Courses (35 cr.) include Language Arts (6 cr.), Mathematical, Physical and Life Sciences (11 cr.), Social and Behavioral Sciences (6 cr.), Arts and Humanities (6 cr.), and Cultural and Historical Studies (6 cr.) with at least one course in minority studies.

At a minimum, 12 credit hours are required in the area of educational foundations prior to admission to the Teacher Education Program. Courses deemed appropriate for meeting the educational foundations requirements (12 cr.) include EDUC-F200 Examining Self as Teacher (3 cr.), EDUC-W200 Using Computers in Education (3 cr.), EDUC-P250 Educational Psychology (3 cr.), EDUC-K205 Introduction to Exceptional Children (3 cr.) and EDUC-H340 Education and American Culture (3 cr.).

The Visual Arts major courses for this program encourage a broad content knowledge basis grounded in The Indiana Department of Education Professional Teaching Standards for Visual Arts. Students take 40 credit hours of visual arts major courses including art history and studio art courses at both the foundational and upper-levels.

To begin the Teacher Education Program (TEP), students must successfully complete advising checkpoint #1 and apply to the program. In order to pass checkpoint #1, students must maintain a minimum cumulative GPA of 2.50 and minimum visual arts content GPA of 2.50. A minimum grade of C must be earned in all Educational Foundation and Visual Arts content courses. All Educational Foundation courses must be completed. Portfolio artifacts must have acceptable scores (3 or better) and any unresolved dispositional deficiencies must be addressed. Candidates must be of sophomore standing with at least 26 credit hours accumulated and have successfully passed all three CASA exams. Students must complete a criminal background check. Admission to the TEP is in the fall semester only.

Once admitted to the Teacher Education Program (TEP), candidates complete the program in four semesters of full-time study, beginning in the fall session. Professional Education courses are taken after admission to the Teacher Education Program and are sequenced into four blocks. All required Professional Education courses must be completed with a grade of C or better before a student can continue in the program. These courses are sequential and must be completed in order.

The **First Block** of the educational sequence contains 3 credits of professional educational courses including EDUC-M314 General Methods (3cr.).

The **Second Block** of the educational sequence contains 9 credits of professional educational courses including EDUC-M330 Foundations of Art Education and Methods I (3 cr.), EDUC-M469 Content Area Literacy (3 cr.), and EDUC-M301 Field Experience (3 cr.) an elementary placement with an emphasis in classroom management.

The **Third Block** of the educational sequence contains 9 credits of professional educational courses including EDUC-M430 Foundations of Art Education and Methods II (3 cr.), EDUC-M304 Field Experience (3 cr.) a secondary placement with an emphasis in diversity, and EDUC-P407 Psychological Measurement in the Schools (3 cr.).

The **Fourth Block** of the educational sequence contains 12 credits of professional educational courses consisting of student teaching. Candidates choose one of the following; **Option One:** Grades P-12 visual arts certification- Candidates complete two consecutive 8-week placements, EDUC-M425 Student Teaching in the Elementary School (6 cr.) and EDUC-M480 Student Teaching in the Secondary School (6 cr.). **Option Two:** Grades K-6 visual arts certification- Candidates complete a 16-week placement, EDUC M425 Student Teaching in the Elementary School (12 cr.). **Option Three:** Grades 5-12 visual arts certification- Candidates complete a 16-week placement, EDUC-M480 Student Teaching in the Secondary School (12 cr.).

Graduate Visual Arts Education Program Degree Requirements

The Graduate Initial License Program in Visual Arts is offered through the Urban Teacher Education Program (UTEP). The UTEP program is experience-rich, field-based, and leads to teacher licensing in Visual Arts. The UTEP track is designed for individuals who possess a bachelor's degree from accredited institutions in subjects other than education with at least a 2.5 grade point average and appropriate coursework in Visual

Arts. To be admitted to UTEP at IU Northwest, students must complete advising checkpoint #1 with the Director of UTEP and apply to the program. In order to pass checkpoint #1 students must have a minimum cumulative GPA of 2.50, a minimum visual arts content GPA of 2.50 and all content courses must be completed with a grade of C or better. Upon entrance to UTEP, no more than 9 credit hours of the required 60 credit hours in visual arts content may remain incomplete. Candidates must have successfully passed all three CASA tests and completed a criminal background check. Admission to UTEP is in the spring semester only.

Once admitted to the UTEP program in Visual Arts, candidates complete the program in four semesters of full-time study, beginning in the spring session. Successful completion of the 27 credit hour UTEP Visual Arts program will lead to an initial teaching license in Secondary Education: Visual Arts for grades P-12. Professional Education courses are taken after admission to the Teacher Education Program and are sequenced into four blocks. All required Professional Education courses must be completed with a grade of C or better and a graduate GPA of 3.0 must be maintained to continue in the program. Professional Education courses are sequential and must be completed in order.

The **First Block** of the educational sequence contains 6 credits of professional educational courses including EDUC-S510 Methods of Teaching in Secondary Urban Schools (3 cr.), an elementary or middle school field placement in an urban school and EDUC S508 Visual Arts Methods in the Urban Classroom (3 cr.) (Elementary and Middle School Methods).

The **Second Block** of the educational sequence contains 9 credits of professional educational courses including EDUC-P507 Assessment in Schools (3 cr.), EDUC-T550 Cultural/ Community Forces and the Schools (3 cr.), and EDUC-K505 Introduction to Special Education (3 cr.).

The **Third Block** of the educational sequence contains 6 credits of professional educational courses including EDUC-M501 Field Experience in Urban Classrooms (3 cr.) which is a secondary field placement and EDUC-S508: Visual Arts Methods in the Urban Classroom. (Secondary Methods) (3 cr.).

The **Fourth Block** of the educational sequence contains 6 credits of professional educational courses including EDUC-L517 Advanced Study of Content Reading and Literature (3 cr.) and EDUC-M550 Student Teaching (3 cr.). Candidates complete two consecutive 8-week placements, which consist of an 8-week placement in a middle school, and an 8-week placement in a high school.

Candidates must pass through Checkpoints at critical decision points and must meet grade, GPA, portfolio, disposition, CASA, and SPA assessment requirements before moving forward in their program.

M.S. in Education

The Graduate Program is divided into the following categories:

- *Advanced Programs:*
 - Master of Science in Elementary Education
 - Master of Science in Secondary Education

- Master of Science in Educational Leadership
- *Graduate Licensure Programs:*
 - UTEP—Option II: Secondary Education majors
 - Special Education: Mild Intervention (P-12)

Graduate students who are working toward a master's degree must maintain at least a 3.0 (B) cumulative grade point average. Students who are working toward an initial teaching license must maintain at least a 2.5 cumulative grade point average.

Graduate Study—General Information

The advanced programs at the School of Education are built on two models: The *Lead Teacher* and the *Professional Leader*. Both models have research-based conceptual frameworks.

The Lead Teacher model has five program outcomes:

- Teacher effectiveness
- Information technologies
- Curriculum design and delivery
- Education equity
- Leadership

The Professional Leader model has six program outcomes:

- A Vision of Learning;
- School Culture and Instructional Program;
- Management;
- Collaboration with Families and Community;
- Integrity, Fairness, and Ethical Behavior;
- Political, Social, Economic, Legal, and Cultural Context

Before completing either program, each student shall complete a portfolio demonstrating mastery of the program outcomes.

Portfolios consist of required artifacts. In order to successfully complete portfolio requirements, each artifact must have received a passing score.

Admission

Admission to Graduate Study

Students interested in graduate study should obtain the application materials from the Office of Education Student Services. All official transcripts required for application purposes must be sent directly from the originating institution to the Office of Education Student Services. Indiana University students need not provide a transcript. Admission to all graduate licensure programs also require the passing of specific Indiana Department of Education licensing exams. See the Office of Education Student Services for the names and code numbers of the required exams in specific areas of study.

Foreign students and students with non—U.S. institutional degrees must contact the Office of Admissions at Indiana University Northwest.

Students may be able to transfer some courses taken at other campuses or universities. The school transfer policy appears earlier in this bulletin.

Admission to the School of Education expires upon receipt of a degree, the completion of special admission work, or when no work has been completed on this campus in a period of seven calendar years. Students must then reapply for admission.

Admission to graduate study does not necessarily imply admission to a degree program. If a student is admitted to a degree program, this will be specifically indicated in those courses required for the degree.

Requirements

To be admitted into the program for the Master of Science degree in Elementary or Secondary, or Educational Leadership at Indiana University Northwest, the candidate must successfully meet multiple criteria for demonstrating preparedness for study. While candidates may enroll in graduate-level education courses before being formally admitted into the master's program, no more than 12 such credit hours of appropriate graduate course work may be applied to the master's degree program.

Candidates for admission to the master's degrees in education must:

- Have a baccalaureate degree from an accredited institution with a cumulative grade point average of at least 2.50 on a 4.0 scale and provide transcripts to that affect.
- Hold a valid teacher's license.
- Submit two letters of reference from K-12 school officials.

Semester Load

Full-time work generally consists of 8 credit hours each semester. The maximum load for either summer session is 9 credit hours. It is recommended that a person who is employed full time take no more than 6 credit hours of academic work during any regular semester.

Good Standing

Graduate students not accepted into graduate-level programs must maintain a cumulative GPA of at least 2.5, while those who are working toward a license or master's degree must maintain at least a 3.0 (B) cumulative grade point average in those graduate courses leading to the license or degree. No course with a grade of C- or lower may be used for meeting the requirements of a new license, license addition, or a master's degree.

Probation

Students who do not maintain good standing are placed on strict academic probation and remain on probation until their grade point average returns to the good standing level. Students on probation when they complete program or degree requirements will not be recommended for that program or degree.

If students fail to make progress in the removal of academic deficiencies during the following semester, their eligibility to enroll in any additional course work through the School of Education shall be dismissed. If dismissed, the students are placed on the all-university checklist. They are then not eligible to enroll in courses through the School of Education.

Licensing

Completion of requirements for any master's degrees does not necessarily imply that students have met requirements for state licensing. If students want both the degree and

licensing, they should contact the graduate advisor to have an appropriate program of study prepared.

Credit Transfer Policies

Credit transfer is administered by the graduate advisor with the advice of appropriate faculty, including the student's faculty advisor. Formal appeals of decisions and the consideration of requests for exceptions to existing policy are provided for by a standing committee of the faculty of the SOE.

Credit transfers for a course must not be confused with performance criteria for a degree, certificate, license or addition. Most programs of the SOE require performance criteria that are evidenced by a portfolio. Course completion or credit transfer does not, by itself, constitute meeting performance criteria. Performance criteria (portfolio artifacts) required for certificates, licenses or additions must be demonstrated after acceptance into the school. Academic work from a regionally accredited college or university for which a student grade is at or above the level of C may be transferred for credit but will be transferred for program requirements subject to the following conditions.

- Undergraduate or graduate students who have successfully completed any course at any other Indiana University campus that is part of a program at IUN will receive full credit for that course. Products or performances that are required for any academic objective at IUN must however still be demonstrated. Assistance toward meeting performance criteria at IUN is provided, in part, through enrolling and completing credit courses. A student who has transferred such course credit will be given assistance as may be needed toward meeting performance criteria by being allowed to attend the course at IUN without having to re-enroll or pay tuition for it. Similar arrangements may be possible for other transfer students. These will be considered on a case-by-case basis.
- Except as noted below, two-thirds of the credits for any graduate degree, license or certificate program but including all related student teaching or other required practicums must be completed after being formally admitted to that program within the SOE at IUN. Graduate students in good standing from another IU campus who have been formally admitted to a degree, license or certificate program that is also available at IUN may transfer in all but one-fourth of the same or similar program credit requirements at IUN before being awarded the degree, license or certificate. However, the transferred credit may not include student teaching or other required practicum, and performance criteria required at IUN must still be demonstrated.
- Acceptance into a degree, license, or addition program must be accompanied with an approved program of studies that has been validated by appropriate faculty and certification advisors within the SOE at IUN.
- Guest students, or students who are seeking personal, short-term objectives such as license renewal or self-development, are not normally affected by transfer of credit issues at IUN. The Student Admission and Reinstatement Committee of the SOE will consider any such cases on a case-by-

case basis. However, the transferability of any IUN course or other experience to a program at another institution, within or outside of the Indiana University School of Education, is entirely the responsibility of the guest or short-term student.

Exit Requirements

An application for a graduate degree should be completed and filed in the Office of Education Student Services one semester before the degree is to be granted. Application forms are available from that office.

Candidates for the Master of Science degree in Elementary, Secondary or Educational Leadership education must satisfactorily complete a portfolio consisting of at least one artifact for each of the program outcomes.

- The student must have been admitted unconditionally to the master's degree program, or, if allowed to enter conditionally, must have removed the conditions satisfactorily.
- The student must complete a minimum of 33 credit hours of graduate courses that are appropriate to the particular master's degree program. All work to be applied toward the degree must be completed within six calendar years from the date when the grade is received in the first course that is to be used toward the degree.
- Credit acquired in courses taken by correspondence will not apply toward degree requirements unless approved by the Director of Education Student Services and the student's graduate advisor.
- The student must have a cumulative grade point average of at least a 3.0 in those courses required for the degree.

Major Requirements

Master of Science in Education with Major in Elementary or Secondary Education Course Requirements

- EDUC A510 School/Community Relations (3 cr.)
- EDUC A512 Curriculum for K-12 Educational Leaders (3 cr.)
- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC H637 Race, Class, and Gender Issues in Education (3 cr.)
- EDUC J511 Methods of Individualizing Instruction (3 cr.)
- EDUC P570 Managing Classroom Behavior (3 cr.)
- EDUC R503 Application of Instructional Media and Technology (3 cr.)
- EDUC Y520 Strategies for Educational Inquiry (3 cr.)
- EDUC W505 Masters Portfolio Preparation (3 cr.)
- Two advisor-approved electives (3 cr.)

Secondary Education: Urban Option

Completers of Option II of the Urban Teacher Education Program, when accepted into this program, may apply 24 credits of graduate courses from that program toward their degree requirements.

In addition, the students must then take:

Course Requirements

- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC Y520 Strategies for Educational Inquiry (3 cr.)
- EDUC R503 Application of Instructional Media and Technology (3 cr.)
- EDUC W505 Masters Portfolio Preparation (3 cr.)

Master of Science in Elementary or Secondary Education: Special Education Focus

This option is not limited to completers of the graduate Special Education Program. However, those students, after being accepted into this program, may apply graduate courses taken in that program toward degree requirements in this program.

Course Requirements

27 credit hours from the following courses as approved by your faculty advisor

- EDUC K501 Adaptive Computers for Special Education (3 cr.)
- EDUC K505 Introduction to Special Education (3 cr.)
- EDUC K520 Introduction to Emotional Disabilities (3 cr.)
- EDUC K525 Introduction to Mild Disabilities (3 cr.)
- EDUC K555 Reading Assessment and Instruction in Special Education (3 cr.)
- EDUC A510 School/Community Relations (3 cr.)
- EDUC H637 Race, Class, and Gender Issues in Education (3 cr.)
- EDUC P570 Managing Classroom Behavior (3 cr.)
- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC A512 Curriculum for K-12 Educational Leaders (3 cr.)
- EDUC K535 Assessment and Remediation of Mild Disabilities I (3 cr.)
- EDUC K543 Education of the Socially and Emotionally Disturbed (3 cr.)
- EDUC P519 Psychological Assessment of Exceptional Children (3 cr.)
- EDUC K536 Assessment and Remediation of Mild Disabilities II (3 cr.)
- EDUC J511 Methods of Individualizing Instruction (3 cr.)
- EDUC R503 Application of Instructional Media and Technology (3 cr.)
- EDUC P570 Managing Classroom Behavior (3 cr.)

And the following two courses

- EDUC Y520 Strategies for Educational Inquiry (3 cr.)
- EDUC W505 Masters Portfolio Preparation (3 cr.)

Master of Science in Educational Leadership

This master's degree is recommended for licensed classroom teachers who wish to earn a building level administrator's license. All required courses must be completed with a grade of B or higher.

33 credit hours from the following courses as approved by your faculty advisor.

Course Requirements

- EDUC A500 School Administration (3 cr.)
- EDUC A510 School/Community Relations (3 cr.)
- EDUC A512 Curriculum for K-12 Educational Leaders (3 cr.)
- EDUC A530 Statistical Data for Educational Leaders (3 cr.)
- EDUC A540 Elementary and Secondary School Administration (3 cr.)
- EDUC A608 Legal Perspectives in Education (3 cr.)
- EDUC A670 Supervision of School Instruction (3 cr.)
- EDUC A675 Leadership in Special Education (3 cr.)
- EDUC P514 Life Span Development (3 cr.)

Total (27 cr.)

Capstone Experience:

- EDUC A695 Practicum in School Administration—Fall Semester
- EDUC A695 Practicum in School Administration—Spring Semester

Total (6 cr.)

The School Administrator-Building Level Exam must be taken and passed before students may begin the second semester of EDUC A695.

Department of Library and Information Science (LIS) Bulletin

Masters of Library Science (MLS)

Administrative Officer

Timothy Sutherland, *Director of the Library*

Phone: (219) 980-6946

Web site: <http://www.iun.edu/library/library-science/>

The Department of Library and Information Science (LIS) located on the Indianapolis campus offers online courses for Indiana University Northwest students with an undergraduate degree. The courses available are listed with course descriptions. Please see the LIS website at IUPUI for additional information.

Library
IU Northwest
Library, Room 140B
3400 Broadway
Gary, Indiana 46408

Division of Labor Studies

Phone: (219) 980-6825

Web site: www.iun.edu/labor-studies

Associate of Science in Labor Studies

The requirements for the Associate of Science degree program with a major in labor studies are as follows:

- Social and behavioral science (9 cr.)
- Arts and humanities (12 cr.)
- Required: ENG W131 (3 cr.)
- One additional writing course (3 cr.)

- Science and mathematics (6 cr.)
- Select One of the following
 - Required: one economics course
 - LSTU L230 Labor and the Economy
- Recommended:
 - one course in computer science, taken through any academic division, including Labor Studies

Total credit hours required in the major areas of learning (27 cr.)

The credit hours required in each area must be distributed over at least two subject fields in each area. A minimum of 27 credit hours from the list of labor studies courses; five must be core courses.

- 100- and 200-level courses are considered "core." LSTU L290, however, is not considered core.
- Electives in any area including labor studies (6 cr.)

Total credit hours required for the degree program (60 cr.)
Other requirements and limitations:

1. A minimum of 12 credit hours of the required 60 credit hours must be taken within the Indiana University system.
2. A minimum of 10 credit hours of course work accepted for the A.S. degree must be taken after the student has been admitted to Indiana University.
3. No more than 15 credit hours can be taken within a single subject other than labor studies.

Bachelor of Science, Major in Labor Studies

The requirements for the Bachelor of Science degree program with a major in labor studies are as follows:

- Social and behavioral sciences (12 cr.)
- Arts and humanities (12 cr.)
- Required: ENG W131 (3 cr.)
- One additional writing course (3 cr.)
- Science and mathematics (15 cr.)
- Computer competency (3 cr.)
- Economics (3 cr.)
- Select one of the following
 - LSTU L230 (3 cr.)
 - any economics course (3 cr.)
- A minimum of 12 credit hours in one of the above areas (12 cr.)

Total credit hours required in the major areas of learning (39 cr.)

The credit hours required in each of the above areas must be distributed over at least two of the subject fields in each area.

A minimum of 42 credit hours in labor studies courses; five must be core courses (42 cr.)

Electives, including additional labor studies courses (27 cr.)

Total credit hours required for the degree program (120 cr.)

Other requirements and limitations:

- A minimum of 24 credit hours of the required 120 credit hours must be taken within the Indiana University system.
- A minimum of 20 credit hours of course work accepted for the B.S. degree must be taken after the student has been admitted to Indiana University.
- A minimum of 30 credit hours of the required 120 credit hours must be in 300-400 level courses, at least 12 cr. of the 30 cr. in labor studies.
- A maximum of 21 credit hours toward a major or concentration (other than the concentration in labor studies) will be accepted toward the B.S.

Minor in Labor Studies

For a minor in Labor Studies, a student must take 15 credits in the discipline. At least 6 credits must be taken in 300-400 level courses.

Certificate in Labor Studies

Student Consumer Information about this Program

The requirements for the Certificate in Labor Studies are as follows:

- A minimum of 3 credit hours in two of the required areas of learning and a minimum of 6 credit hours in the third major area (12 cr.)
- Required: one economics course or LSTU L230 Labor and the Economy
- Recommended: one course in computer science, taken through any academic division, including Labor Studies
- Arts and humanities (3 cr.)
- Social and behavioral sciences (3 cr.)
- Science and mathematics (3 cr.)
- Elective in any of the above areas (3 cr.)

A total of 18 credit hours from the labor studies course list; five must be core courses (18 cr.)

Total credit hours required for the Certificate in Labor Studies program (30 cr.)

Full Course List

AFRO-A 101 Contemporary Minority Political Problems (3 cr.) Introductory study of the contemporary political problems of the Afro-American. Attention will be given to immediate as well as long-range alternative solutions. (Fall)

AFRO-A 103 Introduction to Urban Studies (3 cr.) A survey course designed to expose students to the social, economic, and political issues that affect America's urban communities. (Spring)

AFRO-A 150 Survey of the Culture of Black Americans (3 cr.) The culture of black people in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science. (Fall, Summer I)

AFRO-A 151 Minority People in the United States (3 cr.) A study of the cultural experiences of minority people in the United States. Focus will be on African Americans and Latinos. Other minority groups will be studied where appropriate. The course will be interdisciplinary with heavy emphasis on original texts. Credit cannot be earned for both AFRO-A 151 and CHRI-C 151. (Spring)

AFRO-A 169 Introduction to Afro-American Literature (3 cr.) Representative Afro-American writings, including poetry, short stories, sermons, novels, and drama. (Fall)

AFRO-A 204 Topics in Afro-American Studies (3 cr.) Analysis of selected topics and contemporary issues relating to the Afro-American experience. (Fall, Spring)

AFRO-A 206 The Urban Community (3 cr.) An examination of the urban community in general, with a focus on the African-American community from an asset perspective. Focus on uneven development and how race and class have formed the basis for the inequalities among urban communities. (Fall)

AFRO-A 208 The African Caribbean (3 cr.) Introductory examination to issues concerning Africans in the Caribbean from a historical, cultural, social, and political perspective. Themes discussed include: the system of plantation slavery, the Haitian revolution, de-colonization, Pan-Africanism, class conflicts, neo-colonialism, struggles for national identity, and the impact of race, color, gender, music, and religion on regional distinctiveness.

AFRO-A 210 Black Women in the Diaspora (3 cr.) Interdisciplinary examination of salient aspects of black women's history, identity, and experience, including policies, cultural assumptions, and knowledge systems that affect black women's lives. While the primary focus will be North America, the lives of black women in other cultural settings within the African diaspora will also be examined. (Fall)

AFRO-A 230 Contemporary Urban Affairs and the African American Experience (3 cr.) An examination of contemporary urban affairs and the socioeconomic and cultural experiences of the African-American male. Focus on social and economic change and how these changes affect communities in general, the African-American community, the family, and particularly the role and status of the African American male. (Fall)

AFRO-A 240 Social Welfare and Minorities (3 cr.) P: AFRO-A 103 Review and study of the factual information regarding the welfare system as it is currently administered. Emphasis on the interface between minority welfare recipients and the welfare system. (Spring)

AFRO-A 249 Afro-American Autobiography (3 cr.) A survey of autobiographies written by black Americans in the last two centuries. The course emphasizes how the autobiographers combine the grace of art and the power of argument to urge the creation of genuine freedom in America. (Occasionally)

AFRO-A 250 U.S. Contemporary Minorities (3 cr.) R: AFRO-A 151 or CHRI-C 151 An interdisciplinary study of how members of four minority groups - Asian Americans, African Americans, Latinos and Native Americans - combine their struggle for social justice with their desire to maintain their own concepts and identity. (Fall - Occasionally)

AFRO-A 255 The Black Church in America (3 cr.) History of the black church from slavery to the present emphasis on the church's role as a black social institution, its religious attitudes as expressed in songs and sermons, and its political activities as exemplified in the minister-politician. (Fall)

AFRO-A 260 Contemporary Minority Problems (3 cr.) A seminar, primarily designed for sophomores and juniors, directed to critical analysis of selected topics germane to the future socioeconomic and political position of Afro-Americans. (Spring)

AFRO-A 261 The Black Family (3 cr.) P: 6 credit hours in sociology An analysis of the historical background of the black family. The contemporary social forces that affect the black family are examined, along with strategies for social reform. (Fall)

AFRO-A 280 Racism and Law (3 cr.) Contemporary racial problems in American society with regard to law and constitutional principles of basic freedom and associated conflict. The effects of societal norms and the impact of racism. (Occasionally)

AFRO-A 282 The Black Community, Law, and Social Change (3 cr.) A study of the black community with emphasis on law and social change. (Spring)

AFRO-A 290 Sociocultural Perspective of Afro-American Music (3 cr.) Survey of cultural, social, and political attitudes that influenced blacks in the development and participation in blues, jazz, urban black popular music, and "classical" music. (Spring)

AFRO-A 301 Community Planning and Development (3 cr.) P: AFRO-A 103 or consent of instructor Overview of the planning process and its impact on urban minority communities. Topics include socioeconomic studies, land use planning, and urban development strategies. (Spring)

AFRO-A 302 Strategies of Community Organizations (3 cr.) P: AFRO-A 240 or consent of instructor Examination of several communities and the various theories and strategies developed for community organizations. (Fall)

AFRO-A 304 Housing and the Minority Community (3 cr.) P: AFRO-A 301, SPEA-V 365, or consent of instructor An examination of contemporary issues in

housing, urban development, and the provision of public services as they affect minority communities. Topics include gentrification, exclusionary zoning, housing assistance, disinvestment, and economic development. (Occasionally)

AFRO-A 333 Africans and Cultural Minorities in International Film (3 cr.) Introduction to cinema from French-speaking Africa, the Caribbean and Europe involving ethnocultural minority groups from an interdisciplinary approach. Course topics covered will explore issues surrounding colonialism and its aftermath, multiculturalism, expressions of national identity, interracial relations, gender, class, and the social position of ethnocultural minority groups from a world view.

AFRO-A 341 Poverty in America (3 cr.) Intensive comparative analysis of the way of life of America's urban poor and their relationship to the larger society. (Fall)

AFRO-A 343 Practicum in Urban Studies (3 cr.)
P: AFRO-A 301 or AFRO-A 302 or consent of instructor
Designed to enhance the student's practical, working knowledge of the social, economic, and political dynamics affecting the urban community. Field placement will be facilitated within three areas of professional endeavor: social services, local government, and community development and planning. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Spring)

AFRO-A 355 Afro-American History I (3 cr.) History of blacks in the United States. Slavery, abolitionism, Reconstruction, post-Reconstruction to 1900. Cross-listed with HIST A355. (Fall)

AFRO-A 356 Afro-American History II (3 cr.) History of blacks in the United States from 1900 to present. Migration north, NAACP, Harlem Renaissance, postwar freedom movement. Cross-listed with HIST A356. (Spring)

AFRO-A 370 Recent Black American Writing (3 cr.)
A study of selected black American writers of the late-nineteenth and twentieth centuries with emphasis on very recent writing. The focus of this course will be on the literary qualities unique to those writers as individuals and as a group. Credit not given for both AFRO-A 370 and ENG-L 370. (Spring - Occasionally)

AFRO-A 379 Early Black American Writing (3 cr.) Afro-American writing before World War II with emphasis on critical reactions and analyses. Includes slave narratives, autobiographies, rhetoric, fiction, and poetry. (Spring—Occasionally)

AFRO-A 380 Contemporary Black American Writing (3 cr.) The black experience in America as it has been reflected since World War II in the works of outstanding Afro-American writers: fiction, nonfiction, poetry, and drama. (Spring—Occasionally)

AFRO-A 384 Blacks in American Drama and Theatre, 1945–Present (3 cr.) Images of Blacks as reflected in American drama from 1945 to present. Emphasis on the contributions of Black playwrights such as Lorraine Hansberry, Langston Hughes, Imamu Amiri Baraka (LeRoi Jones), Ted Shin, and Ed Bullins

AFRO-A 392 Afro-American Folklore (3 cr.) Afro-American culture in the United States viewed in terms of history (antebellum to present) and social change (rural to urban). Use of oral traditions and life histories to explore aspects of black culture and history. Credit not given for both AFRO-A 392 and Folklore-F 394. (Fall—Occasionally)

AFRO-A 398 Introduction to Black Studies Research (3 cr.) An introduction to historical sociological methods of research and experimental design with emphasis on the application of those methods to the black community. The appropriate quantitative methods and their computation are also used for each research approach. (Occasionally)

AFRO-A 401 Minorities, Politics, and Social Change (3 cr.) Topical study of the struggle of black Americans to obtain representative political power. Redistricting and gerrymandering, independent candidates and new political alternatives, the impact of the 18-year-old vote on black political activity, black quasi-political organizations, black power in the U.S. Congress. (Spring)

AFRO-A 404 Topics in Afro-American Studies (3 cr.)
P: consent of instructor
Extensive analysis of selected topics and contemporary issues relating to the Afro-American experience. Topics vary from semester to semester. May be repeated once for a different topic with a maximum of two courses or 6 credit hours. (Fall, Spring)

AFRO-A 406 Literature by American Women of Color (3 cr.) This course explores the literature of Native American, African American, Asian American, and Latina writers. These works as art define and theorize the experience of minority women in the United States. Critical and artistic issues are examined in light of their sociohistorical context. (Fall)

AFRO-A 410 The Black Woman and the Afro-American Experience (3 cr.) Historical examination of the black woman in America—from the African past to the present—in relationship to her position in the family and in society. Analysis of the social science paradigm, which creates and perpetuates stereotypes of black women. (Spring)

AFRO-A 440 History of the Education of Black Americans (3 cr.) Education of black Americans and its relationship to the Afro-American experience. Trends and patterns in the education of black Americans as such relate to the notions of education for whom and for what. (Occasionally)

AFRO-A 488 Community Experience Internship (3 cr.)
P: AFRO-A 398 and AFRO-A 498 or departmental consent
Field placement for majors in Afro-American studies. Work with an agency or organization that deals primarily with inner-city minority groups under joint supervision of agency and departmental staff members. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Fall, Spring, Summer I)

ANTH-A 104 Introduction to Cultural Anthropology (3 cr.) A survey of cultural and social processes that influence human behavior, using comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the

different expressions of these potentials. (Fall, Spring, Summer)

ANTH-A 105 Human Origins and Prehistory (3 cr.) Human biological evolution and prehistory from the earliest archaeological record through the rise of civilization. (Fall, Spring, Summer)

ANTH-A 200 Topics in Anthropology (topic varies) (3 cr.) P: ANTH A104. Course is geared to the nonmajor and emphasizes the development of skills in the use of anthropological approaches to the study of human behavior and belief. Topics will vary. ANTH A200 may be taken twice with different topics. (Occasionally)

ANTH-A 210 Ancillary Topics in Anthropology (.5-2 cr.) Individual and group activities that may be independent of or connected to a course. May include activities such as discussions, fieldwork, service learning, and applied anthropology projects. May be repeated with different topics to total up to 3 credit hours. (Occasionally)

ANTH-A 220 Hands-on Fossil Observations (1 cr.) Hands-on observations, measurements, and interpretations of human fossils and fossil casts; offered in conjunction with human paleontology courses. (Occasionally)

ANTH-A 230 Linguistic Anthropology Lab (1 cr.) Linguistics problems, word games, and videos. Offered in conjunction with Language and Culture courses. (Occasionally)

ANTH-A 240 History of Ethnographic Film (1 cr.) Viewing of ethnographic films from earliest to most recent, with discussions. Offered in conjunction with theory courses. May be repeated once with different topic and with different theory course.

ANTH-A 360 Development of Anthropological Thought (3 cr.) P: two courses in Anthropology, including ANTH A104, A105, and E200. An overview of the major theoretical developments within anthropology as the discipline has attempted to produce a universal and unified view of human life based on knowledge of evolution and prehistoric and contemporary cultures. (Spring—even years)

ANTH-A 495 Independent Studies in Anthropology (1-4 cr.) P: Two courses in anthropology and authorization of the instructor. A supervised, in-depth examination through individual research on a particular topic selected and conducted by the student in consultation with an anthropology faculty member. (Fall, Spring, Summer I, Summer II)

ANTH-B 201 Bioanthropology and Forensics Lab (3 cr.) C: ANTH B300. Laboratory exercises in anatomy, genetics, primates, fossils; and identification, aging, and sexing of the human skeleton. (Occasionally)

ANTH-B 206 Primate Zoo Observation (1 cr.) P: Any one of ANTH A103, ANTH A105, ANTH B200, ANTH B266, or ANTH B466. Observation of primate anatomy, locomotion, and social behavior at various Midwestern zoos. (Occasionally)

ANTH-B 250 Topics in Biological Anthropology (3 cr.) P: ANTH A105, or one course in biology or anatomy.

Selected topics in bioanthropology. May be repeated once with a different topic. (Occasionally)

ANTH-B 300 Bioanthropology (3 cr.) P: ANTH A103, ANTH A105, or one semester of college biology. Bioanthropology of humans, basic biological principles, functional morphology, evolutionary history. Human evolution from lower forms, environmental factors, speciation and differentiation, growth, sexual differences, constitutional variability. (Fall - odd years)

ANTH-B 368 The Evolution of Primate Social Behavior (3 cr.) Major patterns of social organization in the order Primates, with focus on several important primate species. Examination of Darwinian theories of behavioral evolution. Particular attention paid to the influence of food-getting and diet on social behavior.

ANTH-B 400 Undergraduate Seminar (3 cr.) P: ANTH A105 and junior standing, or three courses in biology or anatomy. Selected topics in bioanthropology. Analysis of research. Development of skills in analysis and criticism. Topic varies. ANTH B400 may be taken twice with different topics. (Occasionally)

ANTH-B 464 Human Paleontology (3 cr.) P: ANTH A103 or ANTH A105 or ANTH B200 or 6 credit hours of biology. Human fossils: their structure, classification, geologic range, and geographical distribution. (Occasionally)

ANTH-B 466 The Primates (3 cr.) P: Any one of ANTH A103, ANTH A105, ANTH B200, or 6 credit hours in biology or consent of instructor. Paleontology, functional morphology, behavior, and natural history of the nonhuman primates. Emphasis on behavioral and ecological correlates of morphology. Credit given for only one of the following: ANTH B106, ANTH B266, and ANTH B466. (Occasionally)

ANTH-E 200 Social and Cultural Anthropology (3 cr.) P: ANTH A104. Intermediate survey of theories and problems in social and cultural anthropology. Historical development, methods of inquiry, focal problems, and contemporary theoretical perspectives. (Fall)

ANTH-E 205 Peoples of the World (3 cr.) P: ANTH A104. All peoples have to confront similar challenges in order to survive and thrive as individuals and as societies. This course will examine how several cultures around the world shape their values, behaviors, institutions, and stories in response to external and internal challenges. (Occasionally)

ANTH-E 300 Culture Areas and Ethnic Groups (variable title) (1-3 cr.) P: ANTH A104. An ethnographic survey of a selected culture area or ethnic group. (May not be repeated for more than 6 credit hours.) (Occasionally)

ANTH-E 320 Indians of North America (3 cr.) P: ANTH A104. Ethnographic survey of culture areas from the Arctic to Panama plus cross-cultural analysis of interrelations of culture, geographical environment, and language families. (Fall, Spring)

ANTH-E 324 Native American Art (3 cr.) P: A104. This course is an introduction to the visual arts of Native Americans in the period since contact. Topics will include the artist (traditional and contemporary); the relationship of art, myth, and ritual the effects of contact with other cultures on Indian arts; shamanism and

art. Class discussion will be illustrated with slides and movies. (Occasionally)

ANTH-E 335 Ancient Civilization of MesoAmerica (3 cr.) P: A104. Historical Ethnography of the major pre-Columbian Civilizations including the Olmec, Mayan and Aztec. Emphasis on the social life, cultural achievements, religion, worldview, and political systems to illustrate the diversity and richness of Amerindian life before the Spanish conquest. (Occasionally)

ANTH-E 400 Undergraduate Seminar (topic varies) (3 cr.) P: ANTH A104, and junior standing. Intensive examination of selected topics in anthropology. Emphasis upon analytic investigation and critical discussion. Topics will vary. ANTH E400 may be taken twice with different topics. (Occasionally)

ANTH-E 445 Medical Anthropology (3 cr.) P: ANTH A104. A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology, ethnomedical systems in the prevention, diagnosis, and treatment of disease, and sociocultural change and health. (Occasionally)

ANTH-L 300 Culture and Language (3 cr.) P: ANTH A104. Explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks. (Spring—odd years)

ANTH-P 200 Introduction to Archaeology (3 cr.) P: ANTH A104 & A105. Introduction to the goals, methods, and theories that archaeologists use to learn about the past. The pursuit and interpretation of archaeological evidence are explored by reviewing case studies from across the globe and diverse time periods. Topics include food and subsistence, culture change, social life, political economies, and archaeological ethics. (Spring)

AST-A 100 The Solar System (3 cr.) Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system. (Fall)

AST-A 105 Stellar Astronomy (3 cr.) The sun as a star, physical properties of stars, principles of spectroscopy as applied to astronomy, double stars, variable stars, star clusters, gaseous nebulae, stellar motions and distributions, Milky Way system, external galaxies, expanding universe, cosmic time scale. (Spring)

AST-A 200 Introduction to Cosmology (3 cr.) P: A college-level introductory course in astronomy, chemistry, or physics An introduction to the ultimate structure and evolution of the universe. Topics include history of cosmology, nature of galaxies, space-time and relativity, models of the universe, black holes, quasars, and sources of gravitational radiation. (Occasionally)

BACC-A 523 Managing Accounting Information Decision Making (3 cr.) This course is designed as an in-depth discussion and analysis of the roles of accounting information systems in current business environments, advanced technologies in accounting information systems, internal accounting controls through systems design, development, and documentation.

BACC-A 571 Accounting Theory and Practice (3 cr.) Important accounting constructs (such as assets, liabilities, cost) will be defined, and measurement issues discussed. Generally accepted accounting principle concepts, principles, and assumptions will be examined. The value of information via an examination of various theories of information and decision making, including psychological theories and theories of ethical decision making will be considered.

BACC-A 573 Advanced Topics in Taxation (3 cr.) Teaches the primary sources of tax law, topics relating to the formation of a business enterprise such as partnerships and corporations, dividends and distributions, proprietorships, S corporations, and international aspects of United States taxation.

BACC-F 583 Topics in Economics (3 cr.) The variable title course is designed for elementary, middle and secondary educators to provide a broad understanding of economic concepts, current economic issues in conjunction with a broad overview of the methods, materials and simulations that can be used to present these concepts to their students. Students will use current pedagogy to increase their own levels of economic understanding and will examine available media and other economic education materials. It is also the intention the course will enhance teachers' knowledge of economics for not only their professional lives but their personal lives as well. No formal background in economics is assumed of the teachers. However, as a graduate class in economics, educators should expect rigor in the materials presented. Students may retake this course for credit as long as the title is different and they have not taken the course in the past five years.

BACC-L 574 Business Law (3 cr.) Focuses primarily on the law of ownership, forms of business organizations, the uniform commercial code as it relates to sales, commercial paper and secured transactions, governmental regulation of business and accountant's liability.

BIOL-B 351 Fungi (3 cr.) P: BIOL L101 and BIOL L102. R: Junior or senior standing or consent of the instructor. Morphology, life histories, classification, genetics, physiology, development, ecology, medical and economic importance of fungi. (Occasionally)

BIOL-B 352 Fungi Laboratory (2 cr.) P or C: B351. R: Junior or senior standing or consent of instructor. Laboratory and field studies of fungi and their activities. (Occasionally)

BIOL-B 355 Plant Diversity (4 cr.) P: an introductory biology course Study of major plant groups - algae to flowering plants. Information will be provided on classification, evolution, ecology, cytology, morphology, anatomy, reproduction, life cycle, and economic importance. Two lectures and one three-hour laboratory per week. (Fall)

BIOL-B 364 Summer Flowering Plants (5 cr.) P: one introductory biology course For those desiring a broad, practical knowledge of common wild and cultivated plants. (Summer I or II)

BIOL-E 111 Basic Biology by Examination I (3 cr.) Credit by examination for demonstrating an understanding

of the basic facts and concepts of the lecture content of BIOL-L 102. Credit not given for both BIOL-E 111 and BIOL-L 102 or BIOL-L 111. Lecture credit only. One additional laboratory course must be included in the core program. (Occasionally)

BIOL-E 112 Basic Biology by Examination II (3 cr.)

Credit by examination for demonstrating an understanding of basic facts and concepts of the lecture content of BIOL-L 101. Credit not given for both BIOL-E 112 and BIOL-L 101 or BIOL-L 112.

BIOL-L 100 Humans and the Biological World (3-5 cr.)

Principles of biological organization, from molecules through cells and organizations to populations. Emphasis on processes common to all organisms with special reference to humans. Credit will be given for only one of the following introductory-level courses or sequences: BIOL-L 100, BIOL-L 104, BIOL-L 101 - BIOL-L 102, PHSL-P 130.

BIOL-L 101 Introduction to the Biological Sciences I (4 cr.)

R: CHEM-C 105 concurrently An introductory course designed for prospective biology majors and students majoring in ancillary sciences. Principles of life processes including the chemical basis of life, cell structure and function, genetics, and evolution. (Fall, Spring)

BIOL-L 102 Introduction to the Biological Sciences II (4 cr.)

Integrates a brief survey of the diversity of life with an emphasis on a comparative review of the major functional systems in diverse groups and an introduction to the principles of ecology. (Summer, Spring)

BIOL-L 104 Introductory Biology Lectures (3 cr.)

An introduction to living organisms. Designed for nonscientists with no background in biology. Does not count as a preprofessional course. Primary emphasis may vary with the instructor. Credit given for only one of the following: BIOL-L 100, BIOL-L 104, BIOL-E 112, or BIOL-Q 201.

BIOL-L 200 Environmental Biology and Conservation (3 cr.)

Study of flora and fauna of northwest Indiana through laboratory and fieldwork. Emphasis on identification, classification, life histories, and habitats of organisms and their conservation as renewable resources. (Summer)

BIOL-L 211 Molecular Biology (3 cr.)

P: BIOL-L 101 Structure and function of DNA and RNA. DNA replication, mechanisms of mutation, repair, recombination, and transposition. Mechanism and regulation of gene expression. The genetic code, transcription, and translation. Introduces bacteriophages, plasmids, and the technology of recombinant DNA. (Fall)

BIOL-L 215 Conservation Biology (3 cr.)

P: sophomore standing. Fundamental ecology will be presented and applied to conservation of ecosystems and wildlife. In laboratory sessions, students will perform research on restoration of an ecosystem, for example, a prairie. This course is for nonmajors only. (Summer I)

BIOL-L 290 Introduction to Biological Research (1 cr.)

P: BIOL-L 101 An introduction to the biological research at IU Northwest, preparing students to undertake BIOL-L 490 research projects. (Fall, Spring)

BIOL-L 300 Social Implications of Biology (3 cr.)

Biological aspects of social problems such as AIDS, genetic engineering, population explosion, eugenics, drug abuse, heredity, hazards of irradiation, etc. (Occasionally)

BIOL-L 302 Topics in Human Biology (3 cr.)

P: nonmajor junior or senior standing Physiology, genetics, and biochemistry. Topics to be considered may vary from year to year: cancer, genetic diseases, cardiovascular diseases, blood groups, immune system, genetic damage, contraception and pregnancy, genetics of intelligence, environmental hazards, genetic engineering, etc. (Occasionally)

BIOL-L 311 Genetics (3-4 cr.)

P: BIOL-L 211 or consent of instructor. Principles governing the transmission of specific traits to the progeny of prokaryotes and eukaryotes, including bacteria, viruses, fungi, higher plants, and animals. Analysis at the level of the individual and population; interactions between genetic constitution and environment; application to the study of development, human genetic disease, and agricultural breeding. Credit not given for both BIOL-L 311 and BIOL-S 311. (Spring)

BIOL-L 312 Cell Biology (3-4 cr.)

P: BIOL-L 211. Current views of the structure and function of cellular organelles and components, with emphasis on the flow of information through the cell, the metabolism that supports cellular functions, and differences among different specialized cells. Current techniques will be stressed. (Fall)

BIOL-L 316 Fundamentals of Human Sexuality (3 cr.)

P: junior standing An exploration of the anatomical and physiological factors relating to the development of human sexuality with particular emphasis on the biological mechanisms involved in health and disease. (Summer I or II).

BIOL-L 318 Evolution (3 cr.)

P: BIOL-L 311 or BIOL-S 311 Provides a rigorous exploration of the theory of evolution; the conceptual core of biology. Topics include origins and history of life: the interplay of heredity and environment in shaping adaptations; molecular, behavioral, and social evolution; patterns of speciation, extinction, and their consequences; methods of inferring evolutionary relationships among organisms. Credit not given for both BIOL-L 318 and BIOL-S 318, or both BIOL-L 318 and BIOL-L 479. (Occasionally)

BIOL-L 321 Principles of Immunology (3 cr.)

P: BIOL-L 211 and CHEM-C 101 or CHEM-C 105 An introductory survey of the basic principles of immunology and their practical applications. (Spring)

BIOL-L 323 Molecular Biology Laboratory (3 cr.)

P: BIOL-L 211 Manipulation and analysis of genes and genomes. Gene cloning and library screening. Gene amplification and disease diagnosis. Gene mapping and southern blot analysis of complex genome structure. Credit given for only one of BIOL-L 323, BIOL-L 324, or BIOL-S 211.

BIOL-L 331 Human Genetics (3 cr.)

Principles of heredity at the molecular, cellular, individual, and population levels. Credit not given for both BIOL-L 363 and BIOL-L 331.

BIOL-L 363 Genetics and Humans (3 cr.) Principles of heredity at the molecular, cellular, individual, and

population levels. Credit not given for both BIOL-L 363 and BIOL-L 331. (Fall)

BIOL-L 378 Biological Aspects of Aging (3 cr.)

P: BIOL-L 100, PHYS-P 130, or the equivalent Biological mechanisms that alter cells with age and the effects those changes have on the human organism as a whole. Models for the aging process will be presented, as well as research done on the major systems of the body. (Summer I or II)

BIOL-L 391 Special Topics in Biology (1-3 cr.)

P: consent of the instructor Study and analysis of selected biological issues and problems. Topics vary from semester to semester. May be repeated with change in topics. (Fall, Spring, Summer I, Summer II)

BIOL-L 403 Biology Seminar (1 cr.) Individual presentation of topics of current importance. Student cannot enroll for more than two semesters for credit. (Fall, Spring)

BIOL-L 473 Ecology (3-4 cr.) P: 8 credit hours of biology courses above the 100 level Major concepts of ecology for science majors or science education majors; relation of individual organisms to their environment; population ecology; structure and function of ecosystems. Credit not given for both BIOL-L 473 and BIOL-S 309. Course serves as one option for capstone course for the biology major. (Fall)

BIOL-L 474 Field and Laboratory Ecology (2 cr.) P: or concurrent: BIOL-L 473 and one course in organismal biology Introduction to research problems and techniques in the ecology of individuals, populations, and ecosystems. This course does not serve as the BIOL-L 473 lab. (Fall)

BIOL-L 476 Regional Ecology (2 cr.) P: or concurrent: BIOL-L 473 or consent of the instructor Open to juniors and seniors only. Selective trips to ecological areas to study both the flora and fauna of a biome. (Summer I or II)

BIOL-L 482 Restoration Ecology (3 cr.) P: 8 credit hours of biology courses at or above the 300 level This course presents the fundamentals of ecology and restoration ecology to the restoration / reestablishment of natural ecological communities. The lab will feature actual restoration / reestablishment of wetlands, prairies, savannas, woodlands, and forests of Northwest Indiana. (Fall)

BIOL-L 483 Conservation Biology (3 cr.) P: 8 credit hours of biology courses at or above the 300 level This course will present scientific fundamentals applied to conservation of endangered species, biodiversity, and ecosystems. The lab will feature field experiments that evaluate the level of success of various conservation projects (e.g., plant diversity, animal diversity, ecosystem function) in Northwest Indiana. (Fall)

BIOL-L 490 Individual Study (1-3 cr.) P: written permission of faculty supervising research Must complete a written assignment as evidence of each semester's work and present an oral report to complete more than 6 credit hours. (Fall, Spring, Summer I, II)

BIOL-L 498 Internship in Professional Practice (1-6 cr.) Provides an opportunity for students to receive credit for selected career-related work. Evaluation by employer and

faculty sponsor on a satisfactory / unsatisfactory basis. (Fall, Spring)

BIOL-L 499 Internship in Biology Instruction (3 cr.)

P: consent of departmental chairperson Supervised experience in teaching undergraduate biology courses. May be repeated once for credit. (Fall, Spring, Summer)

BIOL-M 200 Microorganism in Nature and Disease (4 cr.)

R: high school chemistry and biology Principles of microbiology, including the study of major microbial groups, cultivation, physiology and genetics, destruction, and control of microorganisms in nature and disease. For students in programs requiring one semester of microbiology (not premedical or medical technology students). Includes laboratory (Fall, Spring, Summer I)

BIOL-M 215 Microorganism Laboratory (1 cr.)

BIOL-M 200 must be taken concurrently. Introduction to basic techniques and procedures of microbiology laboratories. Emphasis on aspects useful to nursing students. Growth and transfer of living microorganisms, aseptic techniques, and the staining of and identification of bacteria. (Fall, Spring, Summer I)

BIOL-M 310 Microbiology (3-4 cr.) P: CHEM-C 105 - CHEM-C 106, BIOL-L 211, or permission of instructor Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. (Fall)

BIOL-M 315 Microbiology Laboratory (2 cr.)

P: BIOL-M 310 C: BIOL-M 310 Laboratory exercises and demonstrations to yield proficiency in the principles and techniques of cultivation and the use of microorganisms under aseptic conditions. (Fall)

BIOL-M 430 Virology: Lecture (3 cr.) P: BIOL-L 211 and BIOL-L 311 or BIOL-M 310 R: BIOL-L 312 Viruses of plants, animals (including humans), and bacteria: emphasis on molecular biology of viral systems. Viruses and human disease such as cancer and AIDS; viruses and their evolution. (Occasionally)

BIOL-M 440 Medical Microbiology (3 cr.) P: BIOL-M 310 or permission of instructor Microorganisms as agents of disease; host / parasite relationships; epidemiology; chemotherapy. (Occasionally) This course may fulfill the capstone requirement.

BIOL-N 213 Human Biology Lab (1 cr.) Laboratory to accompany Human Biology Lecture. Students must be concurrently enrolled in Human Biology (P130) lecture. Consent of instructor is required. (Fall)

BIOL-Z 317 Developmental Biology (3 cr.) P: BIOL-L 311 Analysis of developmental processes that lead to the construction of whole organisms from single cells. Includes the principles of embryology and analysis of mutations affecting development. (Occasionally)

BIOL-Z 318 Developmental Biology Laboratory (2 cr.)

P: BIOL-L 211, BIOL-L 311, BIOL-L 317 C: BIOL-L 317 A laboratory about developing organisms, with emphasis on vertebrate embryology and organogenesis.

BIOL-Z 406 Vertebrate Zoology (3-4 cr.) P: BIOL-L 101 and BIOL-L 102 Morphology, ecology, life history, physiology, and general biology of vertebrates. (Spring)

BIOL-Z 466 Endocrinology (3 cr.) P: BIOL L211 and CHEM C341 or the equivalent, organic chemistry, and at least junior standing Experimental procedures and results relative to glandular interrelationships; mode of actions of hormones and their role in behavior of organisms. (Occasionally) This course may fulfill the capstone requirement.

BUNW-A 510 Management Communications (3 cr.) Investigates communication processes and strategies used by managers. Students will learn to use critical thinking skills to develop and present effective oral and written presentations to business audiences; to identify, assess, and select alternate communication strategies. Presentation software and other computer applications will be integrated in the course. (MBA Elective)

BUNW-A 512 Statistical Tools for Management (3 cr.) Application of probability theory and statistics to business decision making. Builds on knowledge from previous courses. Topical areas included are random distributions, sampling theory, inference testing, simple and multiple regression, correlation and curve-fitting, analysis of variance, experimental design, factor analysis, and time series analysis. (MBA Foundation Course)

BUNW-A 513 Accounting for Decision Making (3 cr.) P: All foundation courses. Accounting is an integral part of a management information system. This course emphasizes obtaining, organizing, and using accounting information from the standpoint of internal management for planning and control. The course is divided equally between financial and managerial topics that focus on uses of accounting information. (MBA Core Course)

BUNW-A 514 Economics for Managers (3 cr.) Provides the student with an opportunity to learn the central core of traditional microeconomic theory, including the theory of the firm, the theory of consumer demand, and the theory of markets, while also introducing applications of the theory to several areas of business decision making. (MBA Foundation Course)

BUNW-A 515 Management and Organization Behavior (3 cr.) Review of management history and the role of managers. Includes management principles, concepts, and functions, and their relationships to effective management of modern organizations. Includes models of leadership, motivation, and communication; and integration of the individual, group, and organization. (MBA Foundation Course)

BUNW-A 516 Management Information Systems (3 cr.) P: All foundation courses. An integration of applications and techniques. The design of management information systems. Advanced topics include the interaction between organizational structure, the information system, and the database. Case studies of system design and implementation. (MBA Core Course)

BUNW-B 511 Marketing Management (3 cr.) Marketing planning and decision making examined from the firm's and consumers' points of view, marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy. Marketing systems viewed in terms of both public and private policy in a pluralistic society. (MBA Foundation Course)

BUNW-B 512 Financial Management (3 cr.) An introduction to the firm's investment, financing, and dividend decisions. Working capital management, capital budgeting, and capital structure strategies. (MBA Foundation Course)

BUNW-B 513 Operations Management (3 cr.) P: All foundation courses. Application of statistical and quantitative techniques to the design of work methods and standards, materials management and handling systems, inventory control, scheduling and planning, production-line design, plant layout and location, maintenance, and product control. Includes discussion of material requirements planning (MRP and MRP-II), just-in-time inventory (JIT) and its Japanese equivalent KANBAN, quality control (QC), and operations strategy. (MBA Core Course)

BUNW-B 514 Legal, Ethical and Social Environment of Business (3 cr.) P: All foundation courses. Basic understanding of the legal environment and the roles that legal factors, from local ordinances to international law, play in all business decisions. Legal concepts are illustrated from the viewpoint of the individual firm. (MBA Core Course)

BUNW-B 515 Introduction to International Business (3 cr.) P: All foundation courses. Economic, political, and social environment of foreign business affairs in "developed" and "underdeveloped" countries. Influence of business policy environment in marketing and overseas operations. (MBA International Elective)

BUNW-C 512 Managing in a Team-Based Organization (3 cr.) P: All foundation courses. Uses multiple psychological and behavioral assessment tools as a foundation to evaluate and enhance student capabilities in teamwork and leadership. (MBA Core Course)

BUNW-C 515 Advanced Marketing Management (3 cr.) P: All foundation courses. A case approach to marketing problems and solutions involving marketing adaptations of conceptual, quantitative, behavioral, and economic analysis. (MBA Core Course)

BUNW-C 517 Financial Management Analysis (3 cr.) P: All foundation courses. Application of financial theory and techniques of analysis in searching for optimal solutions to financial management problems. (MBA Core Course)

BUNW-D 511 Management Strategy (3 cr.) P: All foundation courses and BUNW A516, BUNW 0517, BUNW B513, and one of last four classes taken prior to graduation. Administration of the business firm from the point of view of top management. Formulation and administration of policy; integration of internal operations with each other and with the environment; diagnosis of executive and organizational problems; evaluation of administrative strategies. Case studies and research reports supplement lectures, discussions, and selected readings. (MBA Core Course)

BUNW-E 501 International Economics: Globalization and International Economies in Transition (3 cr.) History and challenges of globalization in the twenty first century; economic reform process in the developed and developing world; emerging markets, country report on fast-growing economies of Asia, Africa, South America

and the transitional economies of Eastern Europe. (MBA International Elective)

BUNW-F 517 Speculative Markets and Investment Strategies (3 cr.) P: BUNW B512. An in-depth analysis of the market for commodities, options, and real estate; and capital management within the legal, competitive, and economic environment. (MBA Elective)

BUNW-F 524 Investment Management (3 cr.) P: BUNW B512. Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions. (MBA Elective)

BUNW-F 527 Speculative Markets and Investment Strategies (3 cr.) P: BUNW B512. An in-depth analysis of the market for commodities, options, and real estate; and capital management within the legal, competitive, and economic environment. (MBA Elective)

BUNW-F 575 Management of International Operations (3 cr.) P: BUNW B512. Financial management of foreign operations of the firm. Financial constraints of the international environment and their effect on standard concepts of financial management. Study of international currency flows, forward cover, and international banking practices. (MBA Elective)

BUNW-F 591 Independent Study in Business (1-6 cr.) P: Consent of instructor and dean.

BUNW-G 514 Human Resources Management (3 cr.) P: All foundation courses. Modern personnel practices such as recruitment and selection, job classification, and training and development in a contemporary setting; the roles of management, government, and unions in collective bargaining.

BUNW-G 522 Personnel Measurement (3 cr.) P: BUNW A512, BUNW A515. Examination of techniques for measuring personnel characteristics and performance. Basic research methods and techniques. (MBA Elective)

BUNW-G 540 Labor Economics (3 cr.) P: BUNW A514. The economic issues and implications of the labor force. Particular emphasis on labor markets, earnings, hours of work, unemployment, and inflation. (MBA Elective)

BUNW-G 545 Collective Bargaining (3 cr.) P: All foundation courses. Emphasis is on the negotiating process, the structure of bargaining, and the issues involved in the bargaining process. (MBA Elective)

BUNW-G 549 Topics in Collective Bargaining (3 cr.) P: All foundation courses. In-depth analysis of contemporary collective bargaining issues, topics, etc. (MBA Elective)

BUNW-M 503 Applied Marketing Research (3 cr.) P: BUNW B511, BUNW A512. An analytical information-based approach to solving major classes of marketing management problems, such as forecasting, market segmentation, and resource allocation. Case problem applications of problem structuring and marketing data collection processing, and analysis. (MBA Elective)

BUNW-M 550 Buyer Behavior (3 cr.) P: BUNW B511 or equivalent. Buyer behavior relevant to marketing

decisions. Analysis of buyer capacities, capabilities, and motivations in relation to environmental factors and the marketing context. Implications for product design and promotion. Applications of behavioral sciences to buyer behavior. Survey of research methods and behavioral models. Discussion of contemporary issues in both consumer and industrial buyer behavior. (MBA Elective)

BUNW-M 595 International Marketing (3 cr.) P: BUNW B511 or equivalent. Due to the rise of emerging markets such as China and India, and the regional trade blocks such as NAFTA and the EU, the world trade is undergoing a rapid transformation. As a result, U.S. businesses, large and small, are becoming deeply involved in international business. Under these circumstances, it is imperative that business managers possess the skill sets to adapt their marketing strategies to the needs of international markets. This course will cover the concepts and theories pertaining to international marketing, and provide the tools necessary to develop an international marketing plan.

BUNW-S 560 Management Information Systems Design and Applications (3 cr.) P: BUNW A516. Integration and application of the concepts, tools, and techniques learned in prior management of information systems courses using case and/or field studies. Consideration of the economic, organizational, behavioral, technical, legal, and other environmental contingencies in information systems design. Consideration of issues in project team management and systems integration. (MBA Elective)

BUNW-W 511 New Venture Creation (3 cr.) P: All foundation courses. Covers the entire breadth of the new venture-creation process, from idea generation to financing the proposed venture. The course employs lectures and case analyses to introduce a substantive framework for new ventures. Students develop business plan proposals in teams and then simulate the negotiation process of obtaining capital. (MBA Elective)

BUNW-W 511 Seminar in Industrial Relations (3 cr.) P: All foundation courses. Explores current issues in industrial relations and human resource management, including management decisions about recruiting, testing, hiring, assessing performance, structuring compensation, and retaining workers. Current public policy issues will also be discussed. (MBA Elective)

BUNW-W 516 Organization Development and Change (3 cr.) P: BUNW A515. Techniques for introducing and successfully managing change in complex organizations. Forces inducing change, organizational barriers to change, strategies for overcoming resistance to change, intervention techniques, and elements of effective programs for organizational change. (MBA Elective)

BUNW-W 530 Organizations and Organizational Design (3 cr.) P: BUNW A515. Designing the basic organizational structure and the operating mechanisms that implement this basic structure. Design of the structure involves dividing and assigning the organization's work among positions and work groups (departments). Operating mechanisms include control procedures, information systems, reward systems, and spatial arrangements. Theories and applications to a wide variety of organizations. (MBA Elective)

BUS-A 201 Introduction to Financial Accounting (3 cr.)

Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions. (Fall, Spring, Summer)

BUS-A 202 Introduction to Managerial Accounting (3 cr.)

P: BUS-A 201 Concepts and issues of management accounting, cost determination, and analysis. (Fall, Spring, Summer)

BUS-A 206 Uses of Financial Accounting Data (3 cr.)

P: BUS-A201 and CSCI-A106

This course requires students to use accounting software to begin and complete the accounting cycle for several small businesses. Included are the preparation and printing of financial statements as well as a variety of software generated reports including accounts receivable, accounts payable, customer lists, inventories and payroll. (Occasionally)

BUS-A 311 Intermediate Accounting I (3 cr.)

P: BUS-A 202 Theory of asset valuation and income measurement. Principles underlying published financial statements. (Fall)

BUS-A 312 Intermediate Accounting II (3 cr.)

P: BUS-A 311 Special sales arrangements; cash flow and forecasting; presentations and interpretation of financial data; price level problems. (Spring)

BUS-A 325 Cost Accounting (3 cr.)

P: BUS-A 202 Conceptual and technical aspects of management and cost accounting. Product costing; cost control over projects and products; profit planning. (Spring)

BUS-A 328 Introduction to Taxation (3 cr.)

P: BUS-A 202 Internal Revenue code and regulations. Emphasis on income, exclusions from income, deductions, and credits. Use of tax forms in practical problem situations. (Fall)

BUS-A 335 Fund Accounting (3 cr.)

P: BUS-A 311, or by permission of the accounting program Financial management and accounting for non-profit-seeking entities; municipal and federal government, schools, and hospitals. (Occasionally)

BUS-A 337 Accounting Information Systems (3 cr.)

P: BUS-A 311, CSCI-A 106 Impact of modern computer systems on analysis and design of accounting information systems. Discussion of tools of systems analysis, simple computer-based systems, and internal controls and applications. Orientation in the use of a microcomputer. (Occasionally)

BUS-A 339 Advanced Income Tax (3 cr.)

P: BUS-A 328 Internal Revenue Code and Regulations: advanced aspects of income, deductions, exclusions, and credits, especially as applied to tax problems of estates, trusts, partnerships, and corporations. Tax forms and practical tax-problem situations. (Occasionally)

BUS-A 422 Advanced Financial Accounting (3 cr.)

P: BUS-A 312 Generally accepted accounting principles as applied to branches, consolidations, foreign operations, corporate combinations, and insolvency and liquidations. (Occasionally)

BUS-A 424 Auditing (3 cr.)

P: BUS-A 312, BUS-A 337 Internal and external audits of business operations. Review of internal control including EDP systems. Verification of systems for recording and processing

transactions and balance sheet and operating accounts. Statistical sampling in auditing. (Occasionally)

BUS-A 433 The International Aspects of Accounting (3 cr.)

P: BUS-A 311 Study of differences between countries in accounting principles, in legal traditions reflected in corporation and tax laws, and in political and economic philosophies as revealed in attitudes of management and labor toward their social and economic involvement. (Occasionally)

BUS-A 490 Special Studies in Accounting (1-3 cr.)

P: consent of instructor and dean two weeks prior to enrollment Supervised individual study and research in student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of work to be completed. Written report required. (Fall, Spring, Summer)

BUS-D 301 International Business Environment (3 cr.)

P: ECON-E 103 and ECON-E 104

How the international business environment affects us as citizens, consumers, and employer(ee)s. Describe trade, investments, and financial links among countries. Help interpret contemporary events from the perspective of international business. (Fall, Spring)

BUS-F 260 Personal Finance (3 cr.)

Financial problems encountered in managing individual affairs, family budgeting, installment buying, insurance, home ownership, and investing in securities. Use of financial planning software. (Fall, Spring, Summer)

BUS-F 261 Basics of Personal Investments (3 cr.)

An introduction to the basic theory and practical techniques for the process of setting and achieving personal investment objectives. Course topics typically include: risk tolerances; sources and measurements of risk and return; the mechanics of economic, industry and company analysis; and characteristics of equities, fixed income and other investment classes. (Occasionally)

BUS-F 301 Financial Management (3 cr.)

P: BUS-A 202, CSCI-A 106, ECON-E 103, ECON-E 104, ECON-E 270, MATH-M 118 Conceptual framework of the firm's investment, financing, and dividend decisions; includes working capital management, capital budgeting, and capital structure strategies. (Fall, Spring)

BUS-F 402 Financial Decision Making (3 cr.)

P: BUS-F 301 Application of financial theory and techniques of analysis in search for optimal solutions to financial management problems. (Occasionally)

BUS-F 420 Investment (3 cr.)

P: BUS-F 301 Conceptual and analytical frameworks for formulating investment policies, analyzing securities, and constructing portfolio strategies for individuals and institutions. (Fall)

BUS-F 423 Topics in Investment (3 cr.)

P: BUS-F 420 An in-depth analysis of selected topics in security analysis, investment banking, and portfolio construction. (Occasionally)

BUS-F 490 Independent Study in Finance (1-3 cr.)

P: consent of instructor and dean two weeks prior to enrollment (Fall, Spring, Summer)

BUS-F 494 International Finance (3 cr.)

P: BUS-F 301 Financial management of foreign operations of the firm.

Financial constraints of the international environment and their effect on standard concepts of financial management. Study of international currency flows, forward cover, and the currency exposure. (Spring)

BUS-G 300 Introduction to Managerial Economics (3 cr.) P: ECON-E 103, ECON-E 104, ECON-E 270 Applications of elementary concepts of microeconomic theory in the solution of business problems. Production and cost analysis. Decision making under uncertainty. Economic approaches to business strategy. (Occasionally)

BUS-G 330 Principles of Urban Economics (3 cr.) P: ECON-E 103 or consent of instructor Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of current urban problems; urban growth and structure; public provisions of urban services, housing, employment, transportation; relationships between public and private sectors. (Occasionally)

BUS-G 406 Business Enterprise and Public Policy (3 cr.) P: 9 credit hours of economics Legal, political, and economic framework of American business-government relationships; emergence of specific industry promotion, regulation, and public ownership; government promotion of competition and policing of market practice. (Occasionally)

BUS-G 409 Business Conditions and Public Policy (3 cr.) P: 9 credit hours of economics Measurement and economic analysis of general business conditions; the role of government in promoting high employment, price stability, and economic growth. (Occasionally)

BUS-G 490 Independent Study in Business Economics and Public Policy (1-3 cr.) P: consent of instructor and dean two weeks prior to enrollment (Occasionally)

BUS-J 403 Management Capstone (4 cr.) P: admitted status in the School of Business and Economics, senior standing, and BUS-F 301, BUS-K 321, BUS-M 301, BUS-P 301, BUS-Z 302, SPCH S223, BUS L201, BUS D301, and PHIL P306. Concerned with the role and tasks of firms' top managers (i.e., strategic decision makers). This course is designed to provide an appreciation for the total firm perspective and the means by which firms create and sustain competitive advantage in today's increasingly challenging and complex business environment (domestic and global). Strategic management of a firm involves diagnosing the firm's current situation and developing realistic solutions to the strategic and organizational problems that confront top managers. This course focuses on the small business enterprise and involves an extensive team-based field consulting project with local small business. (Fall, Spring, Summer)

BUS-K 221 Introduction to Information Systems for Business (3 cr.) P: BUS-W 100 and CSCI-A 106 Introduction to usage of computers and Internet in business; the components of information systems for business, and applications of software in a business environment, software tools for communication, decision support, and productivity improvement. (Fall, Spring)

BUS-K 321 Management Information Systems (3 cr.) P: BUS-K 221 and either CSCI-A 285 or CSCI-A 348 Introduction to management information systems and systems theory; system life-cycle and development

processes; investigation and analysis of information systems as a managerial resource for decision making. Emphasizes business-oriented information systems. (Fall, Spring)

BUS-K 410 Decision Support Systems (3 cr.) P: BUS-K 321 Investigation, analysis, and development of decision support systems, executive information systems, and intelligent systems for decision making; technologies and applications of decision support systems and intelligent systems; building and presenting a prototype of decision support system and expert system. (Occasionally)

BUS-L 201 Legal Environment of Business (3 cr.) P: ENG-W 131 Emphasis on the nature of law through examining a few areas of general interest: duty to avoid harming others (torts), duty to keep promises (contracts), and government regulation of business (trade regulation). Credit not given for both BUS-L 201 and BUS-L 203. (Fall, Spring, Summer)

BUS-L 303 Commercial Law II (3 cr.) P: BUS-L 201 Law of ownership, forms of business organization, commercial paper, real and personal property, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law. (Occasionally)

BUS-M 200 Marketing and Society: Roles and Responsibilities (3 cr.) The course will help students appreciate the relationship between marketing and the consumer culture. The course will also aid the student in becoming a more aware and intelligent consumer. It will highlight the roles played by the different stakeholders, including consumers, industries, and government. Credit not given if BUS-M 301 already taken prior to enrollment in this course. (Occasionally)

BUS-M 210 Social Media Marketing (3 cr.) The course will help students to learn what social media are and how they influence personal life and business communication. The course will acquaint the students with the top sites, and will highlight how businesses are using social media for communication, branding, marketing, customer service, and market research. Students will learn 1quick, easy ways to use popular social network sites to engage and retain customers. (Occasionally)

BUS-M 301 Introduction to Marketing Management (3 cr.) P: BUS-A 202, CSCI-A 106, ECON-E 103, ECON-E 104, MATH-M 118 Overview of marketing for all undergraduates. Marketing planning and decision making examined from the firm's and consumers' point of view; marketing concept and its companywide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy implementation. Marketing systems views in terms of both public and private policy in a pluralistic society. (Fall, Spring)

BUS-M 303 Marketing Research (3 cr.) P: BUS-M 301, ECON-E 270 Focuses on the role of research in marketing decision making. Topics include defining research objectives, syndicated and secondary data sources of marketing information, exploratory research methods, survey research design, experimental design, and data analysis. (Occasionally)

BUS-M 401 International Marketing (3 cr.) P: BUS-M 301 Surveys the strategic marketing planning factors facing domestic marketing managers operating in the multinational environment. Focuses on the importance of cultural dynamics and legal, political, geographic, and environmental factors. Identifies characteristics of markets in various stages of development. Contrasts domestic product, pricing, promotion, and distribution policies with those practiced by international marketers. Provides a foundation for students interested in exploring international opportunities. (Occasionally)

BUS-M 403 Direct Marketing (3 cr.) P: BUS-M 301, BUS-M 303 Survey of theory and methods of marketing directly—without intervening distribution intermediaries—to consumers and business/industrial customers. Particular emphasis given to applications of existing and emerging computer, communications, and other technologies; behavioral trends and other uncontrollable factors; and balancing of both analytical skills and creative talent. (Occasionally)

BUS-M 405 Buyer Behavior (3 cr.) P: BUS-M 301 or BUS-M 300 (offered at IUB and IUPUI) and PSY-P 101 or PSY-P 102 Description and explanation of consumer behavior in retail markets. Topics include demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision making. Applications to promotion, product design, distribution, pricing, and segmentation strategies. (Occasionally)

BUS-M 407 Business to Business Marketing (3 cr.) P: BUS-M 303 or BUS-M 300 (offered at IUB and IUPUI) and PSY-P 101 or PSY-P 102 Examination of marketing problems, decision methods, and philosophies involved in the marketing of industrial goods and services. Differences, similarities, and interrelationships between consumer and industrial marketing. (Occasionally)

BUS-M 415 Advertising and Promotion Management (3 cr.) P: BUS-M 301 Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures. (Occasionally)

BUS-M 419 Retail Management (3 cr.) P: BUS-M 301 Major management problems in retail institutions. Treatment of retail/marketing strategy design and problems related to financial requirements, buying, inventory, pricing, promotion, merchandising, physical facilities, location, and personnel. (Occasionally)

BUS-M 426 Sales Management (3 cr.) P: BUS-M 325 Emphasizes the activities and problems of first-line field sales managers. Includes organizing the sales force, recruiting, training, compensation, motivation, sales techniques, forecasting, territory design, evaluation, and control. Lecture and case studies. (Occasionally)

BUS-M 450 Marketing Strategy (3 cr.) Provides an in-depth understanding of the job of the typical product or brand manager in a consumer product industry. Focus is on four major activities common to the position of a product manager: analysis of market information; developing a product strategy; programming the strategy; and implementation. (Spring)

BUS-M 480 Professional Practice in Marketing (3-6 cr.) P: BUS-M 301 and junior or senior standing, and approval of the director of undergraduate studies and student's faculty advisor Work experience in cooperating firm or agencies. Comprehensive written report. Grades of A, S, or F assigned by faculty. (Fall, Spring, Summer)

BUS-M 490 Special Studies in Marketing (1-3 cr.) P: permission of the director of undergraduate studies and student's faculty advisor two weeks before enrollment Supervised individual study and research in student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of the work to be completed. Comprehensive written report required. (Fall, Spring, Summer)

BUS-N 300 Principles of Risk and Insurance (3 cr.) Nature of risk; insurance as method of dealing with risk; property, liability, life, and health insurance; insurance as an economic and social institution. (Occasionally)

BUS-P 301 Operations Management (3 cr.) P: BUS-A 202, CSCI-A 106, ECON-E 103, ECON-E 104, ECON-E 270, MATH-M 118 Role of production in a business enterprise; basic types of production processes used in industry. Emphasis on application of economic principles and analytical techniques to decisions made by the operations manager of any business. (Fall, Spring)

BUS-R 300 Principles of Real Estate (3 cr.) Real estate divisions and operations related to location factors; reference to economic background of cities, city growth and structure, neighborhoods, and districts; real estate market analysis; principal subdivisions of real estate field; managerial policies of private enterprises and government agencies. (Occasionally)

BUS-S 305 Business Telecommunications (E-commerce) (3 cr.) P: BUS-K 321 Introduces telecommunications technologies and computer networking as applicable to enhancing business performance. Includes analysis and discussion of Web and Internet technologies for operations, business, and commerce. Includes hands-on experience with Web and Internet technologies and software. (Occasionally)

BUS-W 100 Business Administration: Introduction (3 cr.) Business administration from the standpoint of a manager of a business firm operating in the contemporary economic, political, and social environment. No credit for juniors and seniors in the School of Business and Economics. (Fall, Spring)

BUS-W 301 Simulation of Business Enterprise (3 cr.) P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 301, CSCI-A 106 An integrative course designed to provide the student with an opportunity to synthesize analytical skills and knowledge developed in the basic functional fields of business. (Occasionally)

BUS-W 311 Small Business Entrepreneurship (3 cr.) Primarily for those interested in creating a new business venture or acquiring an existing business. Covers such areas as choice of a legal form, problems of the closely held firm, sources of funds, preparation of a business plan, and negotiating. (Fall)

BUS-W 402 Simulation of Business Enterprise (1 cr.) P: BUS-F 301, BUS-K 321, BUS-M 301, BUS-P 301, BUS-Z 302, ENG W231, and SPCH S223. An

integrative course designed to provide the student with the opportunity to synthesize analytical skills and knowledge developed in the basic functional fields of business. (Fall, Spring, Summer)

BUS-W 430 Organizations and Organizational Change (3 cr.) P: BUS-W 301, BUS-Z 302 Analysis and development of organizational theories with emphasis on environmental dependencies, sociotechnical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as intervention strategies and techniques, barriers to change, organizational analysis, and evaluation of formal change programs. (Occasionally)

BUS-W 480 Professional Practices in Management (3 cr.) This course title is reserved for students who are conducting an internship in the functional area of management and who wish to obtain credit. Internships are coordinated with the Office of Career Services. (Fall, Spring, Summer)

BUS-W 490 Independent Study in Business Administration (1-3 cr.) P: consent of instructor and dean two weeks before enrollment Supervised individual study and research in student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, develop the scope of the work to be completed. Written report required. (Fall, Spring, Summer)

BUS-X 220 Career Perspectives (2 cr.) Open to freshmen. A course designed to assist students in developing career and related academic goals and skills relative to professional employment in business administration; to assist students in making sound, informed choices regarding potential career paths and attendant academic options within the business administration degree program; to develop a more sophisticated understanding of the professional realm, the changing nature of work, and those tools and knowledge critical to developing effective career management skills. No credit is given to juniors and seniors in the School of Business and Economics. (Fall, Spring)

BUS-X 255 Diversity and Inclusion in the Workplace (1 cr.) Open to freshmen. Identify and evaluate biases, assumptions and stereotypes about diverse groups. Understand the impact of social identity group membership. Appraise the benefits of diversity and inclusion in the workplace and in society. (Fall, Spring)

BUS-X 410 Business Career Planning and Placement (1 cr.) P: junior standing; and BUS Z442, ENG W231, PHIL P306, BUS L201 and BUS X255 - required prerequisites for School of Business and Economics students. Assists students in obtaining positions consistent with career goals. Career planning, organized employment campaign, job-application methods, interview, initial conduct on job. Includes addresses by prominent executives. Enrollment for juniors recommended. (Fall, Spring, Summer)

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: PSY-P 102 Integration of behavior and organizational theories. Application of concepts and theories toward improving, individual, group, and organizational performance. Builds from a behavioral

foundation toward an understanding of managerial processes. (Fall, Spring)

BUS-Z 440 Personnel—Human Resource Management (3 cr.) P: BUS-Z 302 Nature of human resource planning, development, and utilization in modern organizations. Establishment and operation of a total human resource program. Includes recruitment, selection, training and development, performance appraisal, reward systems, benefit programs, role of personnel department, and role of government. (Fall, Spring)

BUS-Z 441 Wage and Salary Administration (3 cr.) P: BUS-Z 302 Tools and techniques of wage and salary administration consisting of steps in job evaluation, wage theories and complexities; a total framework of the compensation program involving systems of reward and implications for management decision making is presented. (Occasionally)

BUS-Z 442 Leading and Motivating Individuals and Teams (3 cr.) P: BUS-Z 302 Improves manager's ability to motivate employees to work on behalf of the company by examining what motivates people to work and how to direct individuals and teams toward a desired goal. (Fall, Spring)

BUS-Z 444 Personnel Research and Measurement (3 cr.) P: BUS-Z 302, BUS-Z 440, ECON-E 270 Personnel search through review and evaluation of studies in appropriate journals, opportunity to master personnel measurement techniques. Job analysis, job evaluation, wage-curve computation, predictor validation techniques, morale measurement, and personnel auditing. (Occasionally)

BUS-Z 480 Professional Practices in Human Resource Management (3 cr.) This course title is reserved for students who are conducting an internship in the functional area of human resource management and who wish to obtain credit. Internships are coordinated with the Office of Career Services. (Fall, Spring, Summer)

CDNS-C 101 Introduction to Canadian Studies (3 cr.) This interdisciplinary course introduces the student to some of the problems explored by the humanities and social sciences in the study of Canada. Themes will vary from year to year and could cover topics such as Canadian-American relations, Quebec's special status, regionalism, trade, and the environment. (Fall)

CDNS-C 301 Canadian Diversity (3 cr.) P: CDNS-C101 Study of diversity in contemporary Quebec and English Canada through a variety of interdisciplinary readings drawn from literature, culture studies, politics, and social history. Course may focus on the multicultural experience in Canada, on particular ethnic or racial groups, or on other dimensions of diversity as evidenced by cultural, linguistic, religious, or sexual minorities. (Spring)

CDNS-C 350 Introduction to French Canadian Literature and Civilization (3 cr.) The civilization of French Canada from New France to the present. Tendencies in the novel from the late-nineteenth century to the beginning of the twenty-first century. Selections from poetry anthologies, with special emphasis on Nelligan, Grandbois, and the contemporary scene. Selected plays from Gelinat to Desrosiers. (Occasionally)

CDNS-C 400 Comparative Canadian Literature (3 cr.)

Survey of French and English Canadian fiction, from a comparative perspective. Representative works from early-twentieth-century novelists to the contemporary period. (Occasionally)

CDNS-C 495 Advanced Topics in Canadian Studies (3 cr.)

P: junior standing or consent of the instructor Seminar or small group discussion of topics in Canadian studies; independent study or research in selected problems in Canadian studies. (Occasionally)

CDNS-H 230 History of Canada (3 cr.)

Canada as a French colony, as a British colony, and as a nation evolving through dominion status as an independent entity (with ties to both Anglophone and Francophone nations) and seeking a viable existence with the United States despite the vast difference in population size. (Occasionally)

CDNS-T 315 North American Landscap (3 cr.)

P: course in physical or general geology. Gives the student an elementary understanding of various geologic controls and processes that have produced the topographic features. Regional concept stressed rather than individual landforms. The continent is divided into geomorphic regions based on similar geologic controls and geomorphic histories. (Occasionally)

CDNS-Y 217 Introduction to Comparative Politics (3 cr.)

Studies foreign political systems of Western and non-Western countries. Includes comparative political analysis, organized by topics, emphasizing nongovernmental as well as governmental power. Discussion will include economics systems, social classes, national groupings, constitutions, bureaucracies, political parties, armies, elements of political culture, and types of political change. (Occasionally)

CHEM-C 100 The World of Chemistry (3 cr.)

Intended for nonscience majors, the chemistry of everyday life—water, air, plastics, fuels, nutrition, medicinal and agricultural products, living systems, and consumer chemistry. Lectures illustrated by visual displays, computer animation, and interviews with famous scientists and on-site demonstrations of industrial processes. (Fall, Spring, often in Summer I or Summer II)

CHEM-C 101 Elementary Chemistry I (3 cr.)

P: MATH-M 007 or equivalent Introduction to chemistry, includes chemical and gas laws, atomic and molecular structure, energy, equilibrium, kinetics, states of matter, and applications in chemical processes. Usually taken concurrently with CHEM-C 121. Lectures and discussion. The two sequences, CHEM-C 101-CHEM-C 121 and CHEM-C 102-CHEM-C 122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on basis of CHEM-C 101, CHEM-C 121, CHEM-C 102, CHEM-C 122 granted only in exceptional cases. May be taken without credit in preparation for CHEM-C 105. Credit given for only CHEM-C 101 or CHEM-C 105. (Fall, Spring, often in Summer I or Summer II)

CHEM-C 102 Elementary Chemistry II (3 cr.)

P: CHEM-C 101 Continuation of CHEM-C 101. Usually taken concurrently with CHEM-C 122. The chemistry of organic compounds and their reactions, followed by an extensive

introduction to biochemistry. Lectures and discussion. (Spring, occasionally in Summer I or Summer II)

CHEM-C 105 Principles of Chemistry I (3 cr.)

P: two years of high school algebra or MATH-M 014, one year of high school chemistry; CHEM-C 125 recommended concurrently Basic principles, including stoichiometry, atomic and molecular structure, bonding, gases, and solutions. Lectures and discussion. Credit given for only CHEM-C 101 or CHEM-C 105. (Fall, Spring)

CHEM-C 106 Principles of Chemistry II (3 cr.)

P: CHEM-C 105 CHEM-C 126 recommended concurrently. Chemical equilibria with emphasis on acids, bases, solubility, and electrochemistry; elementary thermodynamics; chemical kinetics; descriptive chemistry; and coordination compounds. Lectures and discussion. (Spring, Summer II)

CHEM-C 110 The Chemistry of Life (3 cr.)

Intended for nonscience majors, the qualitative survey of chemistry with applications to biology and health. Emphasis is placed on foundation chemistry and the chemistry of biomolecules and their interactions.

CHEM-C 120 Chemistry Laboratory (2 cr.)

P: or C: CHEM-C 100, laboratory component of CHEM-C 100. Experiments illustrating chemical principles and their applications to biology, environment, and health sciences. Laboratory and laboratory lecture. (Fall, Spring)

CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.)

P: CHEM-C 101 C: CHEM-C 101 An introduction to the techniques and reasoning of experimental chemistry. (Fall, Spring, often in Summer I or Summer II)

CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.)

P: CHEM-C 101, CHEM-C 121, CHEM-C 102 C: CHEM-C 102 Continuation of CHEM-C 121. Emphasis on organic and biochemical experimental techniques. (Spring)

CHEM-C 125 Experimental Chemistry I (2 cr.)

P: CHEM-C 105 C: CHEM-C 105 An introduction to laboratory experimentation with emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, molecular geometry, and synthesis. (Fall, Spring)

CHEM-C 126 Experimental Chemistry II (2 cr.)

P: CHEM-C 106 or concurrent, CHEM-C 125. A continuation of CHEM-C 125 with emphasis on equilibria, qualitative analysis, acids and bases, thermodynamics, oxidation-reduction (including electrochemistry), chemical kinetics, and spectrometry. (Spring, Summer II)

CHEM-C 209 Special Problems (1-2 cr.)

Preparation of special reports on topic(s) designated by chemistry faculty from the results of the proficiency examination. (Fall, Spring, Summer I, Summer II)

CHEM-C 301 Chemistry Seminar (1 cr.)

P: 18 credit hours of chemistry with a grade point average of at least 2.5 Independent study and reading with emphasis on basic chemistry and interdisciplinary applications. Research reports and discussions by students and faculty. (Spring)

CHEM-C 303 Environmental Chemistry Lecture (3 cr.)

P: CHEM-C 106, CHEM-C 126, and CHEM-C 341 Investigation of the chemistry of water and air pollution;

analytical procedures and techniques as applied to pollution problems, effects, and controls. This course will be offered as part of a postbaccalaureate environmental sciences certificate. (Fall—alternate year)

CHEM-C 310 Analytical Chemistry (3-5 cr.) P: CHEM-C 341 or CHEM-C 342 and MATH-M 215, CHEM-C 361 for majors Fundamental analytical processes, including solution equilibria, electrochemical theory and applications, and selected instrumental methods. (Fall, Spring—twice every three years)

CHEM-C 335 Inorganic Chemistry Laboratory (1-3 cr.) P: CHEM-C 430 C: CHEM-C 430 Preparation of inorganic and organometallic compounds illustrating special and advanced techniques, including characterization by modern physical methods. (Spring—alternate year)

CHEM-C 341 Organic Chemistry Lecture I (3 cr.) P: CHEM-C 106, CHEM-C 126 Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds. (Fall)

CHEM-C 342 Organic Chemistry Lecture II (3 cr.) P: CHEM-C 343 C: CHEM-C 343 Syntheses and reactions of polyfunctional compounds, natural and industrial products; physical and chemical methods of identification. (Spring)

CHEM-C 343 Organic Chemistry Laboratory I (2 cr.) P: CHEM-C 341 C: CHEM-C 341 Laboratory instruction in the fundamental techniques of organic chemistry and the use of general synthetic methods. (Fall)

CHEM-C 344 Organic Chemistry Laboratory II (2 cr.) P: CHEM-C 343, CHEM-C 342 C: CHEM-C 342 Preparation, isolation, and identification of organic compounds; emphasis on modern research methods. (Spring)

CHEM-C 361 Physical Chemistry I (3 cr.) P: CHEM-C 106; MATH-M 216; PHYS-P 202 or PHYS-P 222 (either MATH M216 or PHYS P202 /PHYS P222 concurrent). Chemical thermodynamics and kinetics, introduction to statistical thermodynamics. (Fall)

CHEM-C 362 Physical Chemistry II (3 cr.) P: CHEM-C 361 Introduction to quantum mechanics. Structure and spectra of atoms, molecules, and solids. (Spring—alternate year)

CHEM-C 363 Experimental Physical Chemistry (2-4 cr.) P: CHEM-C 106, CHEM-C 361 or concurrent. Experimental work to illustrate principles of physical chemistry and to introduce research techniques. (Fall)

CHEM-C 403 History of Chemistry I (1 cr.) P: senior standing, consent of instructor Development of significant chemical knowledge and concepts through the nineteenth century. Student report and discussion. (Fall, Spring, Summer I, Summer II)

CHEM-C 409 Chemical Research (1-5 cr.) P: senior standing (open also to Honors juniors), grade point average of at least 2.8 in all chemistry courses Can be elected only after consultation with research advisor and approval of chairperson. May be taken for total of 10 credit hours. (Fall, Spring, Summer I, Summer II)

CHEM-C 410 Principles of Chemical Instrumentation (4 cr.) P: CHEM-C 310 or consent of instructor Theory and practice of modern analytical methods, including electro-analytical techniques, quantitative spectrophotometry, magnetic methods, extraction, and chromatography. (Spring—twice every three years)

CHEM-C 430 Inorganic Chemistry (3 cr.) P: CHEM-C 361 or consent of instructor Structural inorganic chemistry, coordination compounds, mechanisms of inorganic reactions, inorganic synthetic methods. Special topics. (Fall)

CHEM-C 431 Advanced Inorganic Chemistry (3 cr.) P: CHEM-C 430 Systematic descriptive chemistry of the elements. Emphasis on periodic properties, chemical bonding, and thermodynamic and kinetic properties. (Spring—alternate year)

CHEM-C 441 Advanced Organic Chemistry (3 cr.) P: CHEM-C 342 The structure of organic compounds, the mechanisms, and the synthetic application of organic reactions. (Spring—alternate year)

CHEM-C 483 Biological Chemistry (3 cr.) P: 13 credit hours of chemistry, including CHEM-C 341 Introduction to structure, chemical properties, and interrelationships of biological substances. (Spring—alternate year)

CHRI-C 101 Introduction to Latino Studies (3 cr.) An introduction to the most important themes of the Chicano and Puerto Rican experiences from the disciplinary perspectives of arts, education, folklore, history, literature, music, political science, and sociology. Pre-Columbian to World War II. (Fall, Summer I)

CHRI-C 151 Minority People in the United States (3 cr.) A study of the cultural experiences of minority people in the United States. Focus will be on African Americans and Latinos. Other minority groups will be studied where appropriate. The course will be interdisciplinary in nature with a heavy emphasis on the analysis of original texts. Credit may not be earned for both AFRO-A 151 and CHRI-C 151. (Spring)

CHRI-C 213 Politics of Chicano Cultural Identity (3 cr.) Following the conclusion of World War II, a relatively distinct Chicano racial/cultural identity emerges in communities throughout the Southwest and major urban areas of the Midwest. This course examines the relationship between this cultural identity and the Chicano social movement politics of the 1960s and early 1970s. (Spring)

CHRI-C 290 Topics in Latino Studies (3 cr.) P: consent of the instructor Analysis of selected topics and contemporary issues related to the Chicano and Puerto Rican experiences in the United States. Topics will be chosen by the instructor and vary from semester to semester. May be repeated once with a different topic. (Fall, Spring)

CHRI-C 301 History of Puerto Rico (3 cr.) Colonization by Spain; international development; Spanish-American War; occupation by United States; economic, social and political development; migration to the mainland; debate on independence, autonomy, and statehood. Cross-listed with (HIST-F 301) (Occasionally)

CHRI-C 351 Latino Culture and Society (3 cr.)

P: sophomore standing or consent of instructor This course will be a survey of Latino culture and society in the United States. There will be an emphasis on how Latinos have used forms of cultural expression to interpret their experience in this country. (Occasionally)

CHRI-C 352 History of Latinos in the United States

(3 cr.) Latino experience in the United States; economic and social factors of the Latino role in a non-Latino nation. Cross-listed with HIST-A 352. (Fall)

CHRI-C 444 History of Mexico (3 cr.) Brief survey of the colonial period and independence movement. Ideological conflicts within Republic. Revolution of 1910. Relationship with United States from Mexican viewpoint. Cross-listed with HIST-F 444. (Occasionally)

CHRI-C 446 Mexican and Puerto Rican Immigration and Migration (3 cr.) Study of the migration of Mexicans and Puerto Ricans to the United States. Emphasis will be on push-pull factors of migration; the incorporation of both groups into the American socioeconomic structure; the role of federal legislation in patterns of migration; and the special plight of undocumented workers. (Occasionally)

CHRI-C 490 Topics in Latino Studies (3 cr.) Extensive analysis of selected topics and contemporary issues relating to the Chicano and Puerto Rican experiences in the United States. Topics vary from semester to semester. May be repeated once with a different topic. (Fall, Spring)

CHRI-C 495 Individual Readings in Latino Studies

(1-3 cr.) P: consent of instructor Intensive study of a specific problem in Chicano-Riqueño studies. May be repeated once for credit. (Fall, Spring)

CMLT-C 190 An Introduction to Film (3 cr.) Nature of film technique and film language; analysis of specific films and introduction to major critical approaches in film studies. (Occasionally)

CMLT-C 253 Third World and Black American Films (3 cr.) Black American films, both within the Hollywood "mainstream" and from the more independent producers; films from Africa, India, and Latin America. Discussion and analysis of the individual films as well as their cultural backgrounds. (Occasionally)

CMLT-C 261 Introduction to African Literature (3 cr.)

Oral and written poetry, epic, fiction, and drama from around the continent used to illustrate varied aspects of African life, aesthetic issues, and theoretical debates. (Every other year)

CMLT-C 340 Women in World Literature (3 cr.) R: 3 credits in literature. Comparison of attitudes toward women in works of different ages and societies. Study of stereotyped images in relation to literary and social conventions. Focus on one genre or mode each time course is offered (e.g., women in drama, in narrative, in satire). (Occasionally)

CMLT-C 460 Origins of African Literature (3 cr.) The roots of Francophone African literature in the Antilles. Haitian literature (Price-Mars, Césaire, Dépestre). The Paris movement of Negritude (Senghor, Damas, Césaire). Contribution of Afro-American writers (Hughes, McKay, Toomer). African poetry (Senghor, D. Diop, Dadie) and

novels (Camara Laye, Beti, Oyono). All readings in English translations. (Occasionally)

COAS-J 151 Career Exploration and Development

(1 cr.) Provides an opportunity to explore career options and define career objectives through the use of recognized occupational preference tests, self-evaluation techniques, guest lecturers, and outside readings. Intended for freshmen and sophomores.

COAS-S 104 Freshman Seminar in Social and Historical Studies (3 cr.)

This class is designed to help first-year students begin a successful college career. It includes a broad range of topics and experiences designed to help students adjust to college-level work. Topics will vary. Open only to freshmen.

COAS-W 398 Internship in Professional Practice (1-6 cr.)**COMM-C 320 Advanced Public Speaking (3 cr.)**

P: SPCH-S 121 Development of a marked degree of skills in preparation and delivery of various types of speeches, with emphasis on depth of research, clarity of organization, application of proof, and felicitous style. (Occasionally)

COMM-C 340 Practicum in Media Production (3 cr.)

This course is designed to give students hands-on practical experience with all facets of television and radio production. In this course, students will work with others as part of a team in media production and complete a comprehensive and professional quality portfolio of his or her work.

COMM-C 351 TV Production I (3 cr.)

P: TEL-C 200 Coordination and integration of production principles for practical application in television; emphasis on studio production of nondramatic program forms. Lecture and laboratory. (Occasionally)

COMM-C 462 Media Theory and Criticism (3 cr.)

P: TEL-C 200 Description and evaluation of various theoretical strategies that attempt to explain the ways individuals and groups react to media. Critical analysis of several media with attention to the connective and artistic functions of visual and aural components. (Occasionally)

COMM-M 460 Culture and Mass Communication (3 cr.)

P: TEL-C 200 This course is a critical overview of the relationship between mass media and American culture. Course content will explore what it means (politically, economically, culturally, and morally) to live in a culture in which a major portion of information comes to the citizen through multiple channels of mass communication. (Occasionally)

CSCI-A 103 Microcomputer Applications: Word Processing (1 cr.)

P: Placement by CSCI-A 106 placement test Word processing portion of CSCI-A 106. To be taught concurrently with CSCI-A 106. Lecture and laboratory. Credit not given for both CSCI-A 103 and (CSCI-A 106 or CSCI-A 200) and BUS-K 201.

CSCI-A 104 Microcomputer Applications: Spreadsheets (1 cr.)

P: Placement by CSCI-A 106 placement test Spreadsheet portion of CSCI-A 106. To be taught concurrently with CSCI-A 106. Lecture and laboratory. Credit not given for both CSCI-A 104 and (CSCI-A 106 or CSCI-A 200) and BUS-K 201.

CSCI-A 105 Microcomputer Applications: Databases (1 cr.) P: Placement by CSCI-A 106 placement test Relational database portion of CSCI-A 106. To be taught concurrently with CSCI-A 106. Lecture and laboratory. Credit not given for both CSCI-A 105 and (CSCI-A 106 or CSCI-A 200) and BUS-K 201.

CSCI-A 106 Introduction to Computing (3 cr.) The use of computers in everyday activities. How computers work; use of packaged programs for word processing, spreadsheets, file management, communication, graphics, etc. Lecture and laboratory. No credit given for both CSCI-A 106 and BUS-K 201. (Fall, Spring, Summer)

CSCI-A 201 Introduction to Computers and Programming (4 cr.) P: CSCI-A 150, or MATH-M 100 or higher, or consent of instructor Emphasis on modular programming, user-interface design, and documentation principles. (Fall)

CSCI-A 210 Introduction to Visual Basic Programming (4 cr.) P: DPIS-D 150, or MATH-M 100 or higher Introduction to business application programming. Students learn the skills necessary to design and implement programs and program interfaces using rapid application development techniques and visual development tools such as Visual Basic. (Fall)

CSCI-A 213 Database Applications (3 cr.) P: CSCI-A 106.

This course introduces the student to database techniques. The student will develop tables, custom forms, reports, and queries. Advanced topics include developing ASP pages for the WWW, developing and understanding relationship database design, macros, securing a database, integrating Access with the web and other programs.

CSCI-A 247 Network Technologies and Administration (3 cr.) P: CSCI-C 106 or consent of instructor Introduction to network principles and current network technology, both hardware and software. Network administration tools and techniques. Laboratory exercises provide practical experience. (Spring)

CSCI-A 251 Introduction to Digital Imaging Applications (3 cr.) P: CSCI-A 106 An introduction to digital imaging software applications such as Adobe Photoshop and Illustrator. Students will learn the technical skills necessary to use such digital imaging software, primarily for the use of Office applications and Web development. (once a year)

CSCI-A 285 Advanced Microcomputer Applications (3 cr.) P: CSCI-A 106 or consent of instructor Introduces and applies advanced features of microcomputer applications packages such as word processors, spreadsheets, graphic presentation software, etc. Emphasis is put on the movement of data among various software packages and on the creation and use of macros, styles, and scripts. (Fall, Spring, Summer)

CSCI-A 302 Object-Oriented Programming Techniques (4 cr.) P: CSCI-A 201 or consent of instructor Advanced programming techniques: user-oriented functions and types, recursion versus iteration, parameter-passing mechanisms. Abstract data types: stacks, queues, linked lists, trees, hash tables. Algorithmic solutions to standard problems of searching, sorting, string matching, space-

time complexity. Continued emphasis on programming styles issues. Object-oriented programming. Credit cannot be given for both CSCI-A 302 and INFO-I 211 except with permission. (Spring)

CSCI-A 340 An Introduction to Web Programming (3 cr.) P: CSCI-A 348 An introduction to programming Web documents, including HTML, JavaScript, and Perl. Creation of a simple Web site, including a home page with dynamic elements, using both client-side and server-side techniques. (Fall)

CSCI-A 346 User Interface Programming (3 cr.) P: CSCI-A 210, or consent of instructor Learn to prototype and build graphical user interfaces for computer applications, using contemporary software design methodology. Students design and implement prototype interfaces to applications provided by the instructor. Extensive use of both commercial and experimental software tools. (Spring)

CSCI-A 347 Computer and Network Security Essentials (3 cr.) The computing security problem. Threats, vulnerabilities, exploits, defenses, and countermeasures. Firewalls and TCP/IP services. Information and risk. Implementing security policies and practices. Disaster planning, prevention, and recovery operations. Legal, ethical and privacy issues. (Spring, Fall, alternate years)

CSCI-A 348 Mastering the World Wide Web (3 cr.) P: CSCI-A 106 or CSCI-C 106 Survey of World Wide Web applications and use including browsers, search engines, e-mail, news groups, FTP, multimedia, etc. Design and develop personal and professional Web pages using hypertext and scripting languages. Publishing and posting Web pages and documents. (Fall, Spring, Summer)

CSCI-A 447 Advanced Networking Systems and Administration (3 cr.) P: CSCI-A 247 or CSCI-C 106 This course provides a comprehensive study of LAN communication protocols. The Open Systems Interconnect (OSI) model, client/server operating system architectures, basic security services, and systems administration concepts. Students design, construct, administer a LAN using a popular network operating system. (Spring)

CSCI-C 106 Introduction to Computers and Their Use (3 cr.) P: ENG-W 031 or equivalent and MATH-M 007 or equivalent An introduction to computers and data processing. Includes the historical and current status of data processing and electronic digital computers; a survey of computer applications; foundations of computer programming; survey of programming languages. Credit cannot be given for both CSCI-C 106 and INFO-I 101. (Fall, Spring, Summer I)

CSCI-C 150 Procedures and Problem Solving (3 cr.) P: MATH-M 117 or higher A systematic examination of problem perception and problem-solving techniques with an emphasis on data processing and information systems applications. Includes the study of structured methodologies and various heuristic and algorithmic procedures. By providing training in problem solving independent of a programming language, the student will be better prepared to use these

skills in programming and computer applications classes that assume their mastery. (Spring, Summer)

CSCI-C 201 Computer Programming II (4 cr.) P: CSCI-C 150 and MATH-M 100 or higher Computer programming, algorithm, and program structure. Computer solutions to problems. FORTRAN or Java will be the vehicle for program development. Lecture and discussion. Credit will not be given for both CSCI-C 201 and CSCI-A 201 or CSCI-C 203 or INFO-I 210, except by permission of the department. (Fall)

CSCI-C 203 COBOL and File Processing (4 cr.) P: CSCI-C 106 and CSCI-C 150 Computer programming and algorithms. Application to large file processing functions of an organization. Credit not given for both CSCI-C 203 and CSCI-C 201, or for both CSCI-C 203 and CSCI-C 303, except by permission of the department. (Occasionally)

CSCI-C 297 Sophomore Topics in Computer Sciences (3 cr.) P: Listed in Schedule of Classes or consent of instructor Selected topics in computer science appropriate to the student in or nearing the end of the sophomore year. Course may cover a topic selected from but not limited to the following list: programming languages, computer graphics, artificial intelligence, ethics in data processing, and database systems. May be repeated for no more than 9 credit hours. (Occasionally)

CSCI-C 307 Applied Programming Techniques (3 cr.) P: CSCI-C 201 or equivalent Programming techniques: data analysis, sorting and searching, use of tape and disk files, string and text manipulation. Credit cannot be given for both CSCI-C 307 and INFO-I 211, except by permission. (Spring)

CSCI-C 311 Programming Languages (4 cr.) P: CSCI-A 302 or CSCI-C 307 or CSCI-C 320 or CSCI-A 346 Systematic approach to programming languages. Relationships among languages, properties and features of language, and the computer environment necessary to use languages. Lecture and laboratory. (Occasionally)

CSCI-C 320 Advanced COBOL (3 cr.) P: CSCI-C 203 A continuation and extension of COBOL syntax as taught in CSCI-C 203. Extensive use will be made of structured COBOL in the development of large programs requiring access to various file structures. (Occasionally)

CSCI-C 330 Object-oriented Systems Analysis and Design (3 cr.) P: CSCI-A 106 and CSCI-C 106 This course is an introduction to object-oriented analysis and design. The course covers the foundations, methods and phases of object-oriented analysis and design in developing an information system. Building an information system requires requirements collection, behavioral modeling and dynamic interactions in the system. A major goal of this course is to teach core concepts, modeling methods, UML diagrams and major phases of analysis and design. The topics to be introduced include methodology, object orientation, requirements collection, domain analysis, use case modeling, structural modeling and database modeling. (Fall)

CSCI-C 343 Data Structures (4 cr.) P: CSCI-A 302 or CSCI-C 307 or CSCI-C 320 or CSCI-A 346 Systematic study of data structures encountered in computing

problems; structure and use of storage media; methods of representing structured data; and techniques for operating on data structures. Lectures and laboratory. (Occasionally)

CSCI-C 390 Individual Programming Laboratory (1-3 cr.) P: CSCI-A 302 or CSCI-C 307 or CSCI-C 320 or CSCI-A 346 Students will design, program, verify, and document a special project assignment selected in consultation with an instructor. This course may be taken several times up to a maximum of 6 credits. Prior to enrolling, students must arrange for an instructor to supervise their course activity. Credit not given for both CSCI-C 390 and DPIS-D 390 in excess of 6 credit hours. (Fall, Spring, Summer I, Summer II)

CSCI-C 410 Simulation and Modeling (3 cr.) P: Two semesters of programming and one semester of statistics or permission of instructor. Construction of various types of computer science models and simulations, including scheduling and forecasting, queuing, and process control. (Occasionally)

CSCI-C 430 Object-Oriented Systems Analysis and Design II (3 cr.) P: CSCI-C 330 and one semester of programming This course is the second class for object-oriented systems analysis and design. The course covers advanced topics in object-oriented systems analysis and design. The topics to be introduced include dynamic modeling, design patterns and factory method, the user interface, components and reuse, database modeling and implementation. In combination with software development tools, students will apply, in course projects, these design methods and skills to design an information system and implement important functions in the system. (Spring)

CSCI-C 442 Database Systems (3 cr.) P: CSCI-C 330. This course covers the fundamentals of database design and management focusing on the relational database model. Students will acquire the knowledge of database application technology; write queries by Structured Query Language (SQL); design tables via normalization; data modeling with the entity-relationship model; transform data models into a rational model. Students will learn database administration and manage multiusers in DBMS. Students will learn one popular Database Management System (DBMS) and learn Data Definition Language (DDL) for database relations. Students will also develop a database application and manage a remote database via the application. (Spring)

CSCI-C 445 Information Systems Design (3 cr.) P: CSCI-C 343. Concepts, theory, and practice in systems design and analysis with particular attention to current database methods and control. (Occasionally)

CSCI-C 446 Information Systems Development (3 cr.) P: CSCI-C 445 or consent of instructor Analysis and implementation of information systems. Hardware organization and the relationship to software constructs such as sequential versus direct access, coding and indexing strategies, inverted files, rings, trees, and multilinked structures. (Occasionally)

CSCI-Y 398 Internship in Professional Practice (1-6 cr.) P: sophomore standing; approval of major department. Designed to provide opportunities for students to receive credit for selected, career related, full-time or part-time

work. Evaluation by employer and faculty sponsors. May be repeated for a maximum of 6 credit hours. (Fall, Spring, Summer I, Summer II)

DAST-A 111 Oral Pathology, Physiology, and Anatomy I (2 cr.) An overview of the structure and function of the body, starting with the basic tissues, organs, and organic systems; followed by the mechanisms of disease with emphasis on the head and neck region. (Spring)

DAST-A 112 Dental and Medical Emergencies and Therapeutics (2 cr.) Recognition and clinical experience of systemic emergencies. Comprehensive study of the physiological, toxicological, and therapeutic effects of drugs on living organisms, with emphasis on their rational application in the treatment of disease. Content includes discussions of drugs that are widely prescribed by physicians and dentists. (Fall)

DAST-A 113 Oral Pathology, Physiology, and Anatomy II (1 cr.) An overview of the diseases of the human body including basic cells, tissues, organs, and organ systems, with specific emphasis on diseases of the face and mouth. (Spring)

DAST-A 121 Microbiology and Asepsis Techniques (2 cr.) An overview of microbiological aspects of health and disease, with emphasis on current infection control protocol. (Fall)

DAST-A 131 Dental Materials I (2 cr.) These courses [Dental Materials I and II] are designed to acquaint the student with the basic mechanical, physical, and chemical properties of dental materials and the effect of manipulation procedures on those properties. The exact role of properties in the usage and behavior of materials is stressed. Also, biological considerations are covered. (Spring)

DAST-A 132 Dental Materials II (2 cr.) These courses [Dental Materials I and II] are designed to acquaint the student with the basic mechanical, physical, and chemical properties of dental materials and the effect of manipulation procedures on those properties. The exact role of properties in the usage and behavior of materials is stressed. Also, biological considerations are covered. (Summer I)

DAST-A 141 Preventive Dentistry (2 cr.) Etiology of prevalent oral diseases and their prevention, with particular emphasis on plaque, plaque control, and fluorides. The effects of major nutrients on the physiologic body processes; applied nutrition in dental caries and periodontal disease. (Spring)

DAST-A 152 Radiology Clinic II (1 cr.) Clinical experience in the placing, exposing, processing, evaluating, and mounting of intraoral and extraoral dental radiographs. Practical application of radiation safety measures is required in the clinical setting. (Spring)

DAST-A 161 Behavioral Science (1 cr.) An introduction to psychology applicable in the dental office, emphasizing communication and personal relationships; the role of the dental assistant as seen by the dentist, office personnel, and patient. Attitude, personality, motivation, and habit formation are discussed from a dental perspective. (Summer I)

DAST-A 162 Oral and Written Communications (2 cr.) Instruction and practice in gathering and organizing material for written and oral presentation. Individual and group projects in communication, including table clinics' posters and professional articles for presentation and/or publication. (Summer I)

DAST-A 171 Clinical Science I (5 cr.) A core course in dental nomenclature; historical developments in dentistry; role of assistant as member of the dental health team; dental specialties; charting the mouth; identification and utilization of instruments and equipment; principles of dental procedures and instrument transfer. (Fall)

DAST-A 172 Clinical Science II (5 cr.) Clinical chairside experience in extramural assignments with a seminar to provide opportunities for students to share experiences. (Spring)

DAST-A 182 Practice Management, Ethics, and Jurisprudence (2 cr.) Study of legal and ethical aspects of dentistry. Dental practice management in reception procedures, appointment control, clinical and financial records, purchasing, and inventory control. Preparation of a resume, letter of application, and interviewing techniques. (Summer I)

DHYG-H 204 Periodontics: First Year (1 cr.) A study of periodontal diseases, including the anatomy, classification, etiology, treatment, and relationship to systemic conditions. (Spring)

DHYG-H 205 Medical and Dental Emergencies: First Year (1 cr.) A study of emergency situations in the dental office, including predisposing factors, drugs, and treatment to include the support of the cardiopulmonary system. (Fall)

DHYG-H 211 Head and Neck Anatomy: First Year (2 cr.) Head and neck anatomy, with emphasis on muscles of mastication, nerves and blood vessels supplying the teeth, and temporomandibular joint problems. (Fall)

DHYG-H 214 Oral Anatomy: First Year (3 cr.) A study of the morphology, structure, and function of deciduous and permanent teeth and their surrounding tissues, with laboratory procedures, including the identification and reproduction of tooth forms by viewing representative teeth. An introduction to the osteology of the maxilla and mandible, the nerve and vascular supply of teeth, the muscles of mastication, and the anatomy of the temporomandibular joint. (Fall)

DHYG-H 215 Pharmacology and Therapeutics: First Year (2 cr.) Actions and uses of drugs and theory of anesthetics; emphasis on drugs used in dentistry. (Spring)

DHYG-H 217 Preventive Dentistry: First Year (2 cr.) Etiology of prevalent oral diseases and their prevention, with particular emphasis on plaque, plaque control, and fluorides. The effects of major nutrients in the physiologic body process; applied nutrition in dental caries and periodontal disease. (Fall)

DHYG-H 218 Fundamentals of Dental Hygiene: First Year (4 cr.) An introduction to the theory, principles, and procedures necessary for the performance of dental hygiene services through didactic, laboratory, and clinical experiences. There will be emphasis placed on infection

control procedures, structures of the oral cavity, soft and hard deposits, instrumentation, medical/dental histories, oral inspection, polishing and fluoride procedures. (Fall)

DHYG-H 219 Clinical Practice I: First Year (4 cr.)

Performance of dental hygiene services in a clinical setting. Didactic and clinical instruction in advanced theories, principles, and procedures necessary to perform an oral prophylaxis. Emphasis will be placed on the enrichment of skills necessary to perform preventive oral health services. (Spring)

DHYG-H 220 Summer Radiology Clinic: First Year

(1 cr.) Continued performance of intraoral and extraoral radiographs. (Summer I)

DHYG-H 221 Summer Clinic: First Year (3 cr.)

Continued performance of dental hygiene services in a clinical setting. (Summer I)

DHYG-H 224 Oral Histology and Embryology: First Year (1 cr.)

A study of the histological aspects of the tooth and periodontium. Also a brief study of the embryologic development of the face and teeth. (Spring)

DHYG-H 242 Introduction to Dentistry: First Year

(1 cr.) An overview of the dental specialties with emphasis on the dental personnel's role within each of the dental specialties. (Spring)

DHYG-H 250 Local Anesthesia and Pain Control:

Second Year (2 cr.) Prepare the student for the clinical administration of local anesthetic drugs. Provide the dental hygiene student with understanding of the neurophysiology of local anesthetic action coupled with the pharmacology of the local anesthetics themselves and vasoconstrictors. (Fall)

DHYG-H 301 Clinical Practice II: Second Year (5 cr.)

Continued performance of dental hygiene services in the clinical setting. Included is didactic instruction and clinical application of dental hygiene services for providing patient care. (Fall)

DHYG-H 302 Clinical Practice III: Second Year (5 cr.)

Continued performance of dental hygiene services in the clinical setting. Included is didactic instruction and clinical application of dental hygiene services for providing patient care. (Spring)

DHYG-H 303 Dental Radiology: First Year (2 cr.)

Through didactic instruction, the student will learn the principles of radiation protection, theories of radiographic image formation, chemistry of film processing, radiation hygiene, and interpretation of processed radiographs. The laboratory portion of the course will include the practical application of exposure and processing techniques. (Fall)

DHYG-H 304 Oral Pathology: Second Year (2 cr.)

An overview of the diseases of the human body with specific emphasis on developmental abnormalities and acquired disorders of teeth and surrounding structure. (Fall)

DHYG-H 305 Radiology Clinic I: First Year (1 cr.)

Clinical application of intraoral and extraoral radiographs with advanced interpretation skills. (Spring)

DHYG-H 306 Radiology Clinic II: Second Year (1 cr.)

Clinical application of intraoral and extraoral radiographs with advanced interpretation skills. (Fall)

DHYG-H 307 Radiology Clinic III: Second Year (1 cr.)

Clinical application of intraoral and extraoral radiographs with advanced interpretation skills. (Spring)

DHYG-H 308 Dental Materials: First Year (2 cr.)

A course designed to acquaint the student with the basic mechanical, physical, and chemical properties of dental materials and the effect of manipulation procedures on those properties. The exact role of properties in the usage and clinical behavior of materials is stressed. Certain biological considerations are also covered. A laboratory is required. (Spring)

DHYG-H 311 Dental Health Education: Second Year

(2 cr.) An introduction to basic communication and motivation skills, instructional objectives, learning theory, evaluation of education materials, and special needs patients. Health program planning and evaluation methods are investigated. (Fall)

DHYG-H 320 Ethics, Jurisprudence, and Practice

Management: Second Year (2 cr.) Ethics, jurisprudence, and practice management concepts, including a study of state practice acts and business management procedures. (Spring)

DHYG-H 321 Periodontics: Second Year (2 cr.)

A study of periodontal diseases, including the anatomy, classification, etiology, treatment, and relationship to systemic conditions. (Fall)

DHYG-H 344 Senior Hygiene Seminar: Second Year

(1 cr.) Reviews of formats and procedures involved in national and state board examinations. Participation in developing employment-seeking skills. (Spring)

DHYG-H 347 Community Dental Hygiene: Second Year

(3 cr.) A study of aspects of dental public health, including public health professionals, epidemiology, research, and implementing community dental health programs. Major emphasis on supervised field experience in various community settings. (Spring)

DHYG-H 351 Advanced Clinical Procedures: Second Year (2 cr.)

The course is designed to acquaint the students with the theory and principles of advanced clinical dental hygiene procedures. It provides the students with the education and skills necessary to perform dental hygiene services in a variety of settings (e.g., private dental practice, public health clinics, school systems, institutions, and hospitals).

DHYG-H 402 Practicum in Dental Hygiene Education

(Capstone): Second Year (3 cr.) This course is designed to provide instruction in planning, implementing, and evaluating effective teaching methodologies in an educational setting (teaching methods and techniques, choices of material and equipment with emphasis on evaluation). The course also provides instruction in supervising the teaching of dental hygiene services in a clinical or public health setting.

ECON-E 103 Introduction to Microeconomics (3 cr.)

P: MATH-M 007 or equivalent proficiency. Introduction to economic analysis. Resource allocation in market and nonmarket economics. Behavior of consumers, firms, and industries. Policy issues such as regulation of business, collective bargaining, and environmental protection. (Fall, Spring, Summer)

ECON-E 104 Introduction to Macroeconomics (3 cr.)

P: MATH-M 007 or equivalent proficiency Introduction to aggregate economic analysis. National income and production, unemployment and inflation, international trade, and economic growth. Use of fiscal and monetary policy to control the economy. (Fall, Spring, Summer)

ECON-E 111 Economic History (3 cr.) A broad introductory course to the economic and business history of the United States from the time of European and African colonization of the New World to the present. Topics include: origins and evolution of capitalism; economic growth; changing relationship between labor and capital; and globalization.

ECON-E 270 Introduction to Statistical Theory for Economics and Business (3 cr.) P: MATH-M 118 and CSCI-A 106 Basic statistical methods. Descriptive statistics, probability estimation, hypothesis testing, and regression analysis. (Fall, Spring, Summer)

ECON-E 309 Topics in Economics (3 cr.) P: ECON-E 103, ECON-E 104.

Study of a topic area in economics. Topics will vary, intended primarily for non-majors wanting exposure to economics beyond the introductory level. May be repeated with different topics for a maximum of 9 credit hours. Only 3 credit hours may count toward the major or minor in economics.

ECON-E 321 Intermediate Microeconomic Theory (3 cr.) P: ECON-E 103, ECON-E 104. Microeconomics: the theory of demand; theory of production; pricing under conditions of competition and monopoly; allocation and pricing of resources; partial and general equilibrium theory; welfare economics. (Occasionally)

ECON-E 322 Theory of Income and Employment (3 cr.) P: ECON-E 103, ECON-E 104 Macroeconomics: national income accounting; theory of income, employment, and price level. Counter-cyclical and other public policy measures.

ECON-E 323 Urban Economics (3 cr.) P: ECON-E 103, ECON-E 104 Economic analysis of cities and regions. Growth and structure of cities. Location decisions by businesses. Topics such as transportation, housing, local public services, poverty, and pollution.

ECON-E 330 International Finance (3 cr.) P: ECON-E 103, ECON-E 104 Theory and determination of foreign exchange rates, mechanisms of adjustment to balance of payments disturbance, fixed versus flexible exchange rates. Monetary aspects of the adjustment mechanism. International mobility of short-term capital. International reserve supply mechanism and proposals for reform of the international monetary system.

ECON-E 340 Introduction to Labor Economics (3 cr.) P: ECON-E 103, ECON-E 104 Economic problems of the wage earner in modern society; structure, policies, and problems of labor organization; employer and governmental policies affecting labor relations.

ECON-E 350 Money and Banking (3 cr.) P: ECON-E 103, ECON-E 104 Monetary and banking system of the United States, including problems of money and prices, proper organization, functioning of commercial banking and Federal Reserve systems, monetary standards, and

credit control. Recent monetary and banking trends. (Occasionally)

ECON-E 360 Public Finance: Survey (3 cr.) P: ECON-E 103, ECON-E 104 Major elements of taxation and public expenditures.

ECON-E 406 Advanced Undergraduate Seminar in Economics (2-4 cr.) Open to juniors and seniors only by special permission; preference given to superior students. Discussion of contemporary economic problems. Tutorial sections limited to 12 students each.

ECON-E 408 Undergraduate Readings in Economics (3 cr.) P: consent of instructor and dean two weeks prior to enrollment. Individual readings and research. Restricted to junior and senior business majors or majors in economics.

ECON-E 430 International Economics (3 cr.) P: BUS-G 300 or ECON-E 321 or consent of instructor Gains from trade, relation between factor rentals and goods prices, distributional effects of trade, tariff policy and quantitative interferences, trade problems of developing countries, discrimination and customs unions, balance-of-payments adjustment via prices and incomes, exchange rate policy, role of international reserves. (Occasionally)

ECON-E 445 Collective Bargaining: Practice and Problems (3 cr.) P: ECON-E 340 or consent of instructor Economic analysis of problems resulting from legislative and judicial efforts to determine rights, duties, and responsibilities of labor unions and employers. Development and current position of public policy in labor relations.

ECON-E 446 Public Policy in Labor Relations (3 cr.) P: ECON-E 340 or consent of instructor Current labor relations law as contained in the Wagner, Taft-Hartley, and Landrum-Griffin Acts; National Labor Relations Board and court decisions. (Occasionally)

ECON-E 447 Economics of the Labor Market (3 cr.) P: ECON-E 103, ECON-E 104 Analysis of the functioning of the U.S. labor market. Labor force concepts, unemployment, mobility, wages, and current manpower problems and policies. Analysis of wage determination, wage policy, and their interaction with institutional factors. (Occasionally)

EDUC-A 500 School Administration (3 cr.) Organization and structure of the school system, legal basis of school administration, agencies of administration and control, and standards for administration in the various functional areas. (Summer I)

EDUC-A 510 School/Community Relations (3 cr.) For teachers and school administrators. Characteristics of the community school, including the multicultural quality of the community; adapting the education program to community needs; use of community resources in instruction; planning school-community relations programs. (Summer I)

EDUC-A 512 Curriculum for K-12 Educational Leaders (3 cr.) For future educational leaders, but appropriate for all educators; provides an overview of the K-12 curriculum; explores principles of curriculum development, design, and evaluation; and examines forces that influence curricular change. (Fall)

EDUC-A 530 Statistical Data for Educational Leaders (3 cr.) This course provides experiences in administering, analyzing, and evaluating standardized tests and their results. Emphasis will be placed on how to provide leadership in using test data to improve classroom instruction. (Fall)

EDUC-A 540 Elementary and Secondary

Administration (3 cr.) The course will explore the roles and functions of K-12 building level educational leader. Major focus will be on the managerial skills required to improve school effectiveness. Through independent research, collaborative class activities and meaningful dialogue, students will exchange ideas and practical information concerning school administration. (Fall)

EDUC-A 608 Legal Perspectives on Education (3 cr.)

Overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupils' rights, staff- student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation. (Summer II)

EDUC-A 670 Supervision of School Instruction (3 cr.)

Modern concepts of supervision and the elevation process through which they have emerged. Supervisory work of the principal and supervisor or consultant. Study of group processes in a democratic school system. (Spring)

EDUC-A 675 Leadership in Special Education (3 cr.)

The purpose of this course is to provide pre-service school principals a general understanding of the educational entitlement and civil rights of children with disabilities, take an in-depth look at federal and state legislation, IDEA 2004 and Revised Article 7; examine specific exceptionalities and their educational implications, and examine the process of cultivating and keeping teachers of the exceptional student. Laws ensuring the provision of special education to students with disabilities are based on constitutional principles, written and enacted by legislatures and administrative agencies, and interpreted by the courts. It is through the interaction of these various components of the legal system, legislative and judicial, that the field of special education has evolved. The knowledge and skills gained in this course shape the advocacy and ethical dispositions of the building principal. (Summer)

EDUC-A 695 Practicum in School Administration

(3 cr.) Provides for closely supervised field experience in various areas of school administration. (Fall, Spring)

EDUC-E 317 Practicum in Early Childhood Education

(4 cr.) P: admission to the Teacher Education Program and EDUC-E 335 P: admission to the Teacher Education Program and EDUC-E 335. Methods and materials used in the education of children from three to six years of age. Observation and participation. Grades: S or F. (As requested)

EDUC-E 325 Social Studies in the Elementary Schools

(3 cr.) P: admission to the Teacher Education Program and appropriate arts and sciences prerequisites Explores the sociological background of education and surveys subject matter, materials, and methods in the content area. (Fall, Spring)

EDUC-E 328 Science in the Elementary Schools

(3 cr.) P: admission to the Teacher Education Program

and appropriate arts and sciences prerequisites The focus is on developing teacher competencies in writing performance objectives, question asking, evaluation, and sequencing. Those competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children. (Fall, Spring)

EDUC-E 339 Methods of Teaching Language Arts

(3 cr.) P: admission to the Teacher Education Program and appropriate arts and sciences prerequisites Describes and appraises the materials, methods, and techniques employed for schoolchildren from early childhood through early adolescence in the language arts program. (Fall, Spring)

EDUC-E 340 Methods of Teaching Reading I (3 cr.)

P: admission to the Teacher Education Program and EDUC-E 339 Examines the basis of, describes, and appraises the methods and techniques employed in developmental reading programs for school children from early childhood through early adolescence. (Fall, Spring)

EDUC-E 341 Methods of Teaching Reading II (3 cr.)

P: admission to the Teacher Education Program, EDUC-E 339, EDUC-E 340 Describes and appraises the methods, materials, and techniques employed in reading diagnosis and prescription for children from early childhood through early adolescence. (Fall, Spring)

EDUC-E 343 Mathematics in the Elementary School

(3 cr.) P: admission to the Teacher Education Program and successful completion of MATH-T 101 and MATH-T 102, Completion of MATH-T 103 is recommended Emphasis on the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. (Fall, Spring)

EDUC-E 505 Organization and Administration of

Early Childhood Program (3 cr.) P: One course in early childhood education or consent of instructor. The study of different organizational plans for early childhood programs from infancy through age eight. Includes discussion of school philosophy, goals, curriculum, housing, staffing, budget policies for admission, grouping, health, licensing requirements, and school-community relations. (Fall)

EDUC-E 506 Curriculum in Early Childhood Program

(3 cr.) Education and guidance of children two to six years of age in the home, nursery school, and kindergarten. Observation, reading, and discussion.

EDUC-E 518 Workshop in General Elementary

Education (3 cr.) Individual and group study of problems within the field of elementary education. One credit hour is offered for each week of full-time work. Grades S or F. (As needed)

EDUC-E 535 Elementary School Curriculum (3 cr.)

Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum of the elementary school and methods of evaluating it. (Summer II)

EDUC-E 536 Supervision of Elementary School Instruction (3 cr.)

Modern concepts of supervision and the evaluation processes through which they have emerged. Supervisory

work of the principal and supervisor or consultant. Study of group processes in a democratic school system. (Spring)

EDUC-F 200 Examining Self as a Teacher (3 cr.)

Designed to help a student make a career decision, better conceptualize the kind of teacher the student wishes to become, and reconcile any preliminary concerns that may be hampering a personal examination of self as teacher. Student will design a major portion of the work (Fall, Spring, Summer II).

EDUC-F 401 Topical Explorations in Education (3 cr.)

P: MATH-T 101 Help pre-service teachers develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the state of Indiana Academic Standards.

EDUC-F 500 Topical Exploration in Education: Fundamentals of Online Course Design, Delivery, and Curriculum Planning (3 cr.) This course focuses on the study and application of fundamentals of course navigation, layout, and content design, and methods of curriculum planning for online courses including the study of appropriate workload by course level and subject.

EDUC-F 500 Topical Exploration in Education: Engaging Students in Active, Collaborative, and Innovative Online Learning (3 cr.) This course explores the methods of creative active, collaborative, innovative learning assignments and activities using a Learning Management System as well as other web-based learning tools like audio, video, and interactive games.

EDUC-H 340 Education and the American Culture (3 cr.) The present educational system, its social impact and future implications viewed in historical, philosophical, and sociological perspectives. Special attention is given to minorities and the ethnic and cultural dimensions of the educational system. (Fall, Spring)

EDUC-H 520 Education and Social Issues (3 cr.) Identification and analysis of major problems in education and the pluralistic nature of American society. (Fall, Summer I, Summer II)

EDUC-H 637 Topical Seminar (3 cr.) Critical examination of a problem area in history of education or comparative education that has been extensively studied by the instructor. Includes discussions of how issues of race, class, and gender affect the education of students in the past and present. Analyzes the political, economic, and social relations in the U.S. that led to changes in perceptions of race, class, and gender. Discusses multicultural and global perspectives on change that affect education.

EDUC-H 637 Topical Seminar : Research and Future Trends in K-12 Online Learning (3 cr.) This course provides teachers with an opportunity to use educational enquiry to explore new learning opportunities in online learning environments. Teachers will review, evaluate, and critique educational research in online learning environments to inform policy, theory, and practices as well as learn how to safeguard student privacy.

EDUC-K 205 Introduction to Exceptional Children (3 cr.) An overview of the characteristics and identification

of exceptional children. The course presents the issues in serving exceptional children as they participate in the educational, recreational, and social aspects of their lives. (Fall, Spring, Summer I)

EDUC-K 343 Education of the Socially and Emotionally Disturbed (3 cr.) A survey of the literature related to behavioral and emotional disturbances in children, including historical information, theoretical approaches, characteristics, and issues. (Fall, Spring)

EDUC-K 344 Education of the Socially and Emotionally Disturbed II (3 cr.) P: EDUC-K 205 A survey of educational curricula, procedures, and materials for children who are socially and emotionally disturbed. Development of teaching skills is emphasized. (Fall, Spring)

EDUC-K 352 Education of Children with Learning Problems (3 cr.) P: admission to the Teacher Education Program, EDUC-K 205, EDUC-K 370 Educational programs for optimum growth and development of educable mentally retarded and learning disabled children. Study and observation of curriculum content, organization of special schools and classes, and teaching methods and materials. (Course also includes knowledge of techniques in behavioral control, how to develop and implement prescriptive programs based on diagnostic findings, awareness of referral agencies available for aid to students with learning disabilities.) (Fall, Spring)

EDUC-K 370 Introduction to Learning Disabilities (3 cr.) P: admission to the Teacher Education Program, EDUC-K 205 Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning disabled students. (Course also includes discussion of Article 7 requirements for identification of learning disability in Indiana public schools.) (Fall, Spring)

EDUC-K 480 Student Teaching Special Education (6 cr.) P: admission to the Teacher Education Program, Completion of all minor requirements Provides experience for each student in the respective area of exceptionality under the direction of a supervising teacher in an educational school setting. (Fall, Spring)

EDUC-K 495 Practicum in Special Education (3 cr.) P: admission to Student Teaching, EDUC-K 205 and EDUC-K 370, and must be taken concurrently with EDUC-K 352 and in the TAL program concurrently with EDUC-E 328 and EDUC-E 341 Closely supervised field experience in special education (Fall, Spring)

EDUC-K 501 Adapting Computers for the Handicapped (3 cr.) Provides background information and experiences necessary to plan for and integrate special education technology into the curriculum of special education classrooms and for individuals with handicaps in the mainstream situation: software/uses, integration/implementation planning, IEP/ data management, adaptive devices and funding. (Spring, Summer II)

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) Basic special education principles for graduate students with no previous course work in special education. (Fall, Spring, Summer I)

EDUC-K 520 Survey of Behavior Disorders (3 cr.) An advanced survey of the literature related to

behaviorally disordered/emotionally disturbed children, including historical information, theoretical approaches, characteristics, and issues. (Fall)

EDUC-K 525 Survey of Mild Handicaps (3 cr.) An advanced survey of the literature relating to mild disabilities, including historical foundations, definitions, and current issues facing workers in the field.

EDUC-K 535 Assessment/Remediation of Mildly Handicapped I (3 cr.) Emphasizes the collection and use of formal and informal assessment information for designing the content of individual educational plans for handicapped children in such academic areas as reading and mathematics. (Spring)

EDUC-K 536 Assessment/Remediation of Mildly Handicapped II (3 cr.) Focuses on the analysis and selection of instructional materials, use of assessment information, and development and implementation of individual educational plans for mildly handicapped children. (Summer I)

EDUC-K 543 Education of the Socially and Emotionally Disturbed I (3 cr.) A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, and characteristics: diagnostic and treatment procedures from a psychoeducational point of view. (Fall)

EDUC-K 555 Variable Title: Reading Assessment and Instruction for Special Education (3 cr.) Investigates methods employed in reading diagnosis and prescription for students with special needs.

EDUC-K 595 Practicum in Special Education (3 cr.)
P: All checkpoint three criteria must be met. Closely supervised field experience in areas of Mild Interventions. This course is intended to provide practical application of content taught throughout the mild interventions licensure program.

EDUC-L 517 Advanced Study of Content Reading and Literacy (3 cr.) Focuses on advanced senior high/junior high/middle school curriculum, methods and materials for teaching students to read more effectively (with emphasis on appraisal and reflection of methods), and materials and techniques used in developmental reading programs.

EDUC-M 301 Field Experience (3 cr.) Students observe and participate in the use of methods and materials of elementary schools and reflect on how they relate to classroom management. (Fall, Spring)

EDUC-M 304 Field Experience (3 cr.) Students observe and participate in the use of methods and materials of elementary schools and reflect on how they relate to the diversity of learners. (Fall, Spring)

EDUC-M 310 General Methods (3 cr.) P: Admission to the Teacher Education Program An introduction to instructional design, media, and methodology appropriate to all teaching levels. Provides an orientation to classroom management, legal rights and responsibilities of students and teachers, disability awareness, human relations skills, and other general methods concerns. (Fall, Spring)

EDUC-M 314 General Methods: Senior High / Junior High / Middle School Teachers (3 cr.) P: admission to the Teacher Education Program General methodology and organization and knowledge about the teaching

process, including general methods, instructional media, measurement, curriculum development, organization of the senior high/junior high/middle school, and techniques to promote individualized and interdisciplinary learning. (Fall)

EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.) P: admission to the Teacher Education Program, Not open to music majors Fundamental procedures of teaching elementary school music, stressing music materials suitable for the first six grades. (Fall, Summer I)

EDUC-M 330 Foundations of Art Education and Methods I (3 cr.) Learning to teach art at the middle school level. (Spring)

EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.) P: admission to the Teacher Education Program The selection, organization, and guidance and evaluation of art activities, individual and group. Laboratory experiences with materials and methods of presenting projects. (Fall, Summer I)

EDUC-M 425 Student Teaching in the Elementary School (3-16 cr.) P: entrance to the Student Teaching Program Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. (Fall, Spring)

EDUC-M 430 Foundations of Art Education and Methods II (3 cr.) Learning to teach art at the high school level. (Fall)

EDUC-M 437 Teaching Science 5-12 (1-3 cr.) Focus on curriculum decisions teachers make every day. Specifically, students in this course will examine current learning theories and apply these theories to instructional practices at the middle grades and high school. (Spring)

EDUC-M 441 Methods of Teaching Senior High / Junior High / Middle School Social Studies (3 cr.)
P: admission to the Teacher Education Program Develops concepts and theories from social science, humanities, and education into practice of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and repertoire of teaching strategies appropriate for learners. (Spring)

EDUC-M 446 Methods of Teaching Senior High / Junior High / Middle School Science (3 cr.)
P: admission to the Teacher Education Program Designed for students who plan to teach biology, chemistry, earth / space science, general science, or physical science in the Senior High/Junior High/Middle School. (Fall)

EDUC-M 452 Methods of Teaching Senior High / Junior High / Middle School English (3 cr.)
P: admission to the Teacher Education Program Methods, techniques, content, and materials applicable to the teaching of English in the Senior High/Junior High/Middle School. (Spring)

EDUC-M 457 Methods of Teaching Senior High / Junior High / Middle School Mathematics (3 cr.)
P: admission to the Teacher Education Program Study of methodology, heuristics of problem solving, curriculum design, application of instructional computing, professional affiliations, and teaching of daily lessons as related to

instructional units appropriate for the Senior High/Junior High/Middle School mathematics classroom. (Spring)

EDUC-M 459 Teaching Mathematics 5-12 (1-3 cr.) This course will focus on the curriculum and instruction issues that teachers face every day in the classroom. Specifically, students in the course will examine current theories and apply these theories to instructional practices. (Fall)

EDUC-M 464 Methods of Teaching Reading (3 cr.)
P: admission to the Teacher Education Program Focuses on the Senior High/Junior High/Middle School curriculum, methods and materials for teaching students to read more effectively (with emphasis on description and appraisal of methods), and materials and techniques used in developmental reading programs. (Spring)

EDUC-M 469 Content Area Literacy (1-3 cr.) Focuses on middle, junior, and senior high school. Curriculum, methods and materials for teaching students to read and learn more effectively in all content areas. (Fall)

EDUC-M 480 Student Teaching in the Secondary School (3-16 cr.) P: entrance to the Student Teaching Program Students assume, under the direction of the supervising teacher, responsibility for teaching in their own subject-matter area in a public school in the state. (Fall, Spring)

EDUC-M 483 Teaching Social Studies 5-12 (1-3 cr.) Historical and contemporary roles of social studies will be explored with an emphasis on roles played by history, the social sciences, and the humanities. Particular attention is given to development of skills essential to successful social studies instruction and a resource bank of instructional ideas. (Fall)

EDUC-M 501 Laboratory/Field Experience (3 cr.) Field Experience: Emotional Disabilities. Supervised field experience in area of emotional disabilities. M501 must be taken concurrently with K543. This course is intended to provide practical application of content covered in K543 Education of the Socially and Emotionally Disturbed.

EDUC-M 501 Laboratory/Field Experience (3 cr.) Field Experience: Mild Disabilities. Supervised field experience in area of mild disabilities. M501 must be taken concurrently with K535. This course is intended to provide practical application of content covered in K535 Assessment/Remediation of Mildly Handicapped I.

EDUC-M 501 Laboratory/Field Experience (3 cr.) Field Experience in Urban Classrooms. Supervised field experience in urban education. This course is designed to acquaint students with concepts and practices that are appropriate for successful urban teaching. The course will focus on Critical pedagogy in theory and practice.

The seminar will accompany the hours spent in an urban secondary school. it is the intent of this course to integrate urban strategies with content methods.

EDUC-M 550 Practicum (3 cr.) Teaching or experience in an accredited school, usually in Indiana. (S/F graded.) (Fall, Spring)

EDUC-P 250 Educational Psychology (3 cr.) P: ENG W131, EDUC-F200, and EDUC-W200 The study and application of psychological concepts and principles as related to the teaching-learning process. Topics covered include educational research methods, cognitive and

language development; personal, social, and moral development; behavioral learning; motivation; effective teaching; and measurement and evaluation. (Fall, Spring)

EDUC-P 345 Academic/Behavioral Assessment of the Mildly Handicapped Child (3 cr.) Instruments used to assess intellectual, educational, and social competencies of exceptional children. (Fall, Spring)

EDUC-P 407 Psychological Measurement in the Schools (3 cr.) P: admission to the Teacher Education Program Application and measurement principles of classroom testing, construction, and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievement, and interests via standardized tests; school testing programs. (Fall, Spring, Summer II)

EDUC-P 506 Topic Workshop in Educational Psychology: Assessing and Managing Learning in Online Environments (3 cr.) This course is designed to explore the methods of managing effective and supportive online learning environments by using various communication tools and approaches to student issues. In addition, teachers will explore formative and summative assessment strategies for ongoing evaluation of student performance and progress, modifying instructional strategies as needed from assessment data.

EDUC-P 507 Testing in the Classroom (3 cr.) Construction of classroom tests and other evaluation devices. Teacher's use of standardized tests. Designated for master's-level teacher-training students who had no undergraduate course in measurement. (Spring, Summer II)

EDUC-P 508 Practicum in Measurement (1-6 cr.) P: EDUC P507. Gives experience in constructing and analyzing teacher-made tests and administering, analyzing, and evaluating standardized tests. Emphasis is on group and individual tests that do not require extensive training in administration and analysis. (Indiana University Northwest will offer EDUC P508 as a 3 credit hour course.) (Spring, Summer II)

EDUC-P 510 Psychology in Teaching (3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems of the teacher's assumptions about human behavior and its development. (Summer II)

EDUC-P 514 Life Span Development: Birth to Death (3 cr.) A survey course of human development from infancy through old age emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications for all life stages from birth to death.

EDUC-P 519 Psychoeducational Assessment of Exceptional Children (3 cr.) Instruments used to assess intellectual, educational, and social competencies of exceptional children. Additional credit for supervised practice in administering those tests to children with visual or acoustical handicaps, cerebral palsy, language impairment, or mental retardation. (Fall)

EDUC-P 570 Managing Classroom Behavior (3 cr.) An analysis of pupil and teacher behaviors as they relate to discipline. Attention is given to the development of such skills as dealing with pupil's problems and feelings,

behavior modification, reality therapy, assertiveness in establishing and maintaining rules and group processes. Designed for teachers, administrators and pupil personnel workers. (Summer II)

EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)

This course provides education majors an opportunity to think and explore science through active participation.

Students will plan investigations and formulate working explanations using questions, data, claims, and evidence based on their own experiences and appropriate resources. The course emphasizes developing the practice of critical thinking and argument-based science inquiry.

EDUC-S 490 Research in Secondary Education (1-3 cr.) Individual research. Consent of instructor required prior to enrollment.

EDUC-S 503 High School Curriculum (3 cr.) Designed to provide an overview for the teacher of the basic theories underlying the secondary school curriculum as well as an examination of the subject areas, problems, trends, challenges for the future, and significant research in the field. (Spring, Summer I)

EDUC-S 508 Problems in Secondary Education (3 cr.) Analysis of a common problem in the field of secondary education. (Fall, Spring)

EDUC-S 510 Development of Secondary School Programming (3 cr.) This course is designed to acquaint you with appropriate methods and materials for successful teaching in secondary urban classrooms, covering grades 5-12. The course will include an overview of the latest research and practice related to urban teaching. Their implications for planning, delivering and assessing instruction will be discussed. EDUC-S 510 will acquaint the student with both the philosophies and practices associated with teaching in the urban environment.

EDUC-S 512 Workshop in Secondary Education (1-6 cr.) Individual and group study of issues or concerns relating to the field of secondary education (in workshop format). Grades S or F. (As needed)

EDUC-S 517 (EDUC N517) Advanced Study in the Teaching of Secondary School Mathematics (3 cr.) For experienced mathematics teachers. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards and determination of essentials of content. Developing mathematics programs for specific school situations. (Fall)

EDUC-S 518 Advanced Study in the Teaching of Secondary School Science (3 cr.) For science teachers. Improved techniques, current literature, textbooks, and free and low-cost materials. Solutions to specific practical problems confronting science teachers in the classroom and laboratory. (Spring)

EDUC-S 519 Advanced Study in the Teaching of Secondary School Social Studies (3 cr.) For experienced teachers. Restudying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social studies programs for specific school situations. (Spring)

EDUC-S 655 Supervision of Secondary School Instruction (3 cr.)

The roles and functions of supervisors, the modern concept of supervision, techniques of supervision, improvement of teaching procedures, and new trends in the organization of instruction. (Fall, Spring)

EDUC-T 550 Cultural/Community Forces and the Schools: (variable title) (3 cr.)

Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/strategies reports. (Summer I)

EDUC-W 200 Using Computers in Education (3 cr.)

Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and hands-on experience with educational software packages and commonly used microcomputer hardware. (Fall, Spring, Summer I)

EDUC-W 505 Professional Development Workshop (3 cr.) Master's Capstone Seminar. This seminar

is designed as a capstone experience in which candidates will select artifacts and develop rationales for teaching decisions. Through the portfolio, students will demonstrate their knowledge and skills related to the Lead Teacher conceptual framework. (Fall, Spring, Summer)

EDUC-W 505 Professional Development Workshop: Capstone-Designing an Online Course (3 cr.) This course is designed to be a capstone experience that culminates with the teacher created online course (TCOC). The TCC will demonstrate and exemplify the knowledge and abilities of research-based and national standards-based online course design.

EDUC-W 531 Computers in Education (3 cr.)

Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and hands-on experience with educational software packages and commonly used microcomputer hardware. (Fall, Spring)

EDUC-X 151 Reading / Learning Techniques II (3 cr.)

Develops higher levels of learning skills with instruction and practice in critical reading and listening and test-taking techniques. Students are required to spend at least two hours per week in the Reading Laboratory. Credit does not apply toward a degree. (Fall, Spring, Summer I)

EDUC-X 155 Critical Reading and Research Seminar (3 cr.) A course which helps students gain

a better understanding of how people think and learn, accomplished through processes such as self-reflection and discovery, critical thinking, and reading analysis. Credit does not apply toward a degree. (Fall, Spring, Summer II)

EDUC-X 157 Strategies for Academic Success (3 cr.)

A course designed to increase student success in college

through the study of time management, learning styles, test taking, note taking, and study techniques. Credit does not apply toward a degree. (Fall, Spring, Summer II)

EDUC-X 400 Diagnostic Teaching of Reading in the Classroom (3 cr.) P: admission to the Teacher Education Program, EDUC-M 464, and EDUC-P 407 Describes and appraises the methods, materials, and techniques employed in diagnosis and prescription of reading instruction in middle and high schools. (As needed)

EDUC-X 401 Critical Reading in the Content Areas (3 cr.) P: admission to the Teacher Education Program Aids elementary and secondary teachers in the development of instructional strategies that assist students in the comprehension, critical analysis, and integration of ideas present in print material and various subject matter areas. (As needed)

EDUC-X 425 Practicum in Reading (3 cr.) P: admission to the Teacher Education Program, EDUC-X 400 and EDUC-M 464 or EDUC-E 340 and EDUC-E 341 or consent of instructor Students work in selected elementary and secondary classrooms diagnosing and assisting pupils in the area of reading. This experience will always include a series of seminars in conjunction with the field placement. Grades S or F. (As needed)

EDUC-X 460 Books for Reading Instruction (3 cr.) P: admission to the Teacher Education Program, EDUC-M 464 or EDUC-E 340 or consent of instructor Examines the use of children's literature, trade books, and other nontext materials in reading instruction. Contemporary and historical selections for children and adolescents included. (As needed)

EDUC-X 470 Psycholinguistics of Reading (3 cr.) P: admission to the Teacher Education Program Explores the linguistic and cognitive dimensions of language. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on semantics, grammar, and dialect. (Spring)

EDUC-X 490 Research in Reading (1-3 cr.) Individual research dealing with diagnosis of reading difficulty and solutions and problems through research, conferences, and practice in the use of materials and equipment. Grades S or F. (As needed)

EDUC-X 501 Critical Reading in Content Areas (3 cr.) Aids elementary and secondary teachers in the development of instructional strategies, which assist students in the comprehension, critical analysis, and integration of ideas present in print material and various subject matter areas. (Summer I)

EDUC-X 502 Psycholinguistics of Reading (3 cr.) EDUC X502 Psycholinguistics of Reading (3 cr.) Explores the linguistics and cognitive dimensions of language. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on semantics, grammar, and dialect. (Summer II)

EDUC-X 502 Practicum in Reading (1-4 cr.) P: Education EDUC E545 or EDUC 5514, EDUC X504, or consent of instructor.

Diagnostic testing, remedial classroom teaching, compiling clinical records, and reporting to academic counselors. Grades S or F. (Spring)

EDUC-X 503 Books for Reading Instruction (3 cr.) Examines the use of children's literature, trade books, and other nontext materials in reading instruction. Contemporary and historical selections for children and adolescents included. (Summer II)

EDUC-X 504 Diagnosis and Correction of Reading Difficulties in the Classroom (3 cr.) P: EDUC E545 and EDUC P507. Treats the theory; correlates instruments and techniques of diagnosing reading difficulties in the classroom. (Fall)

EDUC-X 530 Topical Workshop in Reading (variable title) (1-3 cr.) P: Instructor's permission. Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One (1) credit hour offered for each week of full-time work. Grades S or F. (Summer I)

EDUC-X 590 Research in Reading (1-6 cr.) Consent of instructor required prior to enrollment. Grades S or F. (As needed)

EDUC-X 590 Master's Thesis in Education (3 cr.) The thesis may be an organized scientific study or a systematic and comprehensive analysis of theory and practice in a specific area. (Fall, Spring, Summer I, Summer II)

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry. (Fall, Spring, Summer II)

ENG-G 205 Introduction to the English Language (3 cr.) Acquaints the student with contemporary studies of the nature of language in general and of the English language in particular. Required of students preparing to teach English in secondary schools. Does not count toward group distribution requirements. (Fall or Spring)

ENG-G 207 Grammar and Usage (3 cr.) Provides students with a foundation in traditional grammar and usage. Intended primarily for students preparing to teach English in secondary schools. Does not count toward group distribution requirements. (Fall, Spring, Summer I)

ENG-G 500 Introduction to the English Language (4 cr.) An introduction to the English language: its nature, structure, and development. (Fall or Spring)

ENG-G 552 Linguistics and the Teaching of English (4 cr.) Topics in applied English linguistics, intended for English teachers at all levels. (Occasionally)

ENG-L 101 Western World Masterpieces I (3 cr.) P: ENG-W 131 or equivalent Literary masterpieces from Homer to the Renaissance. (Fall, Spring, Summer I)

ENG-L 102 Western World Masterpieces II (3 cr.)

P: ENG-W 131 or equivalent Literary masterpieces from the Renaissance to the present. (Fall, Spring, Summer I)

ENG-L 201 Special Studies in Literature (3 cr.) Reading of literary works in relation to special themes. May be repeated once for credit with a change in topic. (Fall or Spring)

ENG-L 202 Literary Interpretation (3 cr.) Development of critical skills essential to participation in the interpretation process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and / or cultural concerns. May be repeated once for credit by special arrangement with the Department of English. Note: Students planning to transfer to IU Bloomington should be aware that Advance College Project (ACP) ENG-L 202 will neither count toward the English major nor satisfy the intensive writing requirement at IU Bloomington. (Fall or Spring)

ENG-L 203 Introduction to Drama (3 cr.) Representative groups of significant plays to acquaint students with characteristics of drama as a type of literature. (Fall or Spring)

ENG-L 204 Introduction to Fiction (3 cr.) Representative works of fiction: stresses structural technique in the novel, theories and kinds of fiction, and thematic scope of the novel. (Fall or Spring)

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods. (Fall or Spring)

ENG-L 207 Women and Literature (3 cr.) Critical issues and methods in the study of women writers and treatment of women in British and American literature. (Occasionally)

ENG-L 211 English Literature to 1700 (3 cr.) Representative selections with emphasis on major writers from Beowulf to 1700. (Fall or Spring)

ENG-L 212 English Literature since 1700 (3 cr.) Representative selections with emphasis on major writers from 1700 to the early twenty-first century. (Fall or Spring)

ENG-L 295 American Film Culture (3 cr.) Film in relation to American culture and society. Topic varies. Works of literature may be used for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture. (Occasionally)

ENG-L 305 Chaucer (3 cr.) Chaucer's works with special emphasis on the Canterbury Tales. (Occasionally)

ENG-L 308 Elizabethan Drama and Its Background (3 cr.) English drama from Middle Ages to 1642, including principal Elizabethan, Jacobean, and Caroline dramatists. (Occasionally)

ENG-L 311 Studies in Renaissance Literature (3 cr.) Major Renaissance writers, with special attention to the poetry. (Occasionally)

ENG-L 315 Major Plays of Shakespeare (3 cr.) A close reading of a representative selection of Shakespeare's major plays. (Fall or Spring)

ENG-L 326 Major Authors of the Eighteenth Century (3 cr.) Representative selections from the works of writers such as Dryden, Swift, Pope, and Johnson. (Occasionally)

ENG-L 332 Romantic Literature (3 cr.) Major Romantic writers, with emphasis on the following: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats. (Fall or Spring)

ENG-L 335 Victorian Literature (3 cr.) Major poetry and prose, 1839-1900, studied against the social and intellectual background of the period. (Fall or Spring)

ENG-L 345 Twentieth - Century British Poetry (3 cr.) Modern poets, particularly Yeats, Eliot, and Auden; some later poets may be included. (Fall or Spring)

ENG-L 346 Twentieth - Century British Fiction (3 cr.) Modern fiction, its techniques and experiments, particularly Joyce, Lawrence, and Woolf; some later novelists may be included. (Fall or Spring)

ENG-L 347 British Fiction to 1800 (3 cr.) Forms, techniques, and theories of fiction as exemplified by such authors as Defoe, Richardson, Fielding, Smollett, and Sterne. (Occasionally)

ENG-L 348 Nineteenth - Century British Fiction (3 cr.) Forms, techniques, and theories of fiction as exemplified by such romantic and Victorian authors as Scott, Dickens, Eliot, and Hardy. (Occasionally)

ENG-L 351 American Literature 1800 - 1865 (3 cr.) American writers to 1865: Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers. (Fall or Spring)

ENG-L 352 American Literature 1865 - 1914 (3 cr.) American writers, 1865 - 1914: Mark Twain, Dickinson, James, and two or three additional major writers. (Fall or Spring)

ENG-L 354 American Literature since 1914 (3 cr.) American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers. (Fall or Spring)

ENG-L 355 American Fiction to 1900 (3 cr.) Representative nineteenth - century American novels and short fiction. (Fall or Spring)

ENG-L 357 Twentieth - Century American Poetry (3 cr.) American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell. (Fall or Spring)

ENG-L 358 Twentieth - Century American Fiction (3 cr.) American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow. (Fall or Spring)

ENG-L 364 Native American Literature (3 cr.) A survey of traditional and modern literature by American Indians, especially of the high plains and Southwest culture areas, with particular attention to the image of the Indian. (Occasionally)

ENG-L 365 Modern Drama: Continental (3 cr.) Special attention to such dramatists as Ibsen, Chekhov, Hauptmann, Pirandello, Brecht, and Sartre. (Occasionally)

ENG-L 366 Modern Drama: English, Irish, and American (3 cr.) Special attention to such dramatists as Shaw, Synge, O'Neill, Hellman, Williams, Miller, and Albee. (Occasionally)

ENG-L 369 Studies in British and American Authors (3 cr.) Studies in single authors (such as Wordsworth and Melville), groups of authors (such as the Pre-Raphaelites), and periods (such as American writers of the 1920s). Topics will vary from semester to semester. May be repeated once for credit. (Occasionally)

ENG-L 370 Recent Black American Writing (3 cr.) A study of selected black American writers of the late-nineteenth and twentieth centuries with emphasis on very recent writing. The focus of this course will be on the literary qualities unique to those writers as individuals and as a group. Credit not given for both ENG-L 370 and AFRO-A 370. (Occasionally)

ENG-L 381 Recent Writing (3 cr.) Study of selected writers of contemporary significance. May include relevant groups and movements (such as black writers, poets of projective verse, new regionalists, parajournalists and other experimenters in pop literature, folk writers, and distinctively ethnic writers); several recent novelists, poets, or critics; or any combination of groups. (Occasionally)

ENG-L 382 Fiction of the Non-Western World (3 cr.) In-depth study of selected narratives from the fiction of the non-Western world. Focus and selections vary from year to year. (Occasionally)

ENG-L 390 Children's Literature (3 cr.) Historical and modern children's books and selections from books, designed to assist future teachers, parents, librarians, or others in selecting the best of children's literature for each period of the child's life. (Fall, Spring, Summer I)

ENG-L 391 Literature for Young Adults (3 cr.) Study of books suitable for junior high and high school classroom use. Special stress on works of fiction dealing with contemporary problems, but also including modern classics, biography, science fiction, and other areas of interest to teenage readers.

ENG-L 440 Senior Seminar in English and American Literature (3 cr.) Thorough study of one or more major British and American writers or of a significant theme or form in English and American literature. (Fall)

ENG-L 495 Individual Reading in English (1-3 cr.) P: consent of instructor and departmental chairperson May be repeated once for credit. (Occasionally)

ENG-L 553 Studies in Literature (1-3 cr.) Especially for secondary school teachers of English. Critical evaluation of poems, short stories, a major novel, and some major plays. (Fall or Spring)

ENG-L 612 Chaucer (4 cr.) Critical analysis of the Canterbury Tales, Troilus and Criseyde, and selected shorter poems. (Fall or Spring)

ENG-L 620 Studies in English Literature 1500-1660 (4 cr.) Intensive study of one writer, a group of writers, or a theme or form significant to the period. May be repeated once for credit. (Occasionally)

ENG-L 623 English Drama from the 1590s to 1800, Exclusive of Shakespeare (4 cr.) P: familiarity with six plays of Shakespeare. (Occasionally)

ENG-L 625 Shakespeare (4 cr.) Critical analysis of selected texts. (Fall or Spring)

ENG-L 631 English Literature: 1660-1790 (4 cr.) Extensive reading in poetry and nonfictional prose. (Occasionally)

ENG-L 639 English Fiction to 1800 (4 cr.) (Occasionally)

ENG-L 642 Studies in Romantic Literature (4 cr.) Study of one writer, a group of writers, or a theme or form significant to the period. May be repeated once for credit. (Occasionally)

ENG-L 645 English Fiction 1800-1900 (4 cr.) (Occasionally)

ENG-L 647 Studies in Victorian Literature (4 cr.) Study of one writer, a group of writers, or a theme or form significant to the period. May be repeated once for credit. (Fall or Spring)

ENG-L 649 British Literature since 1900 (4 cr.) Extensive reading in all genres. (Occasionally)

ENG-L 653 American Literature, 1800-1900 (4 cr.) Intensive historical and critical study of all genres from Washington Irving through Frank Norris. (Fall or Spring)

ENG-L 655 American Literature since 1900 (4 cr.) Intensive historical and critical study of all genres from Theodore Dreiser to the present. (Fall or Spring)

ENG-L 660 Studies in British and American Literature, 1900 to the Present (4 cr.) Intensive study of one writer, a group of writers, or a theme or form significant to the period. May be repeated once for credit. (Fall or Spring)

ENG-L 666 Survey of Children's Literature (4 cr.) A survey of literature written for children and adolescents from the medieval period to the present. (Fall, Spring, Summer I)

ENG-L 670 Continental Nineteenth Century Drama (4 cr.) Focuses on such major European dramatists of the 19th and 20th Centuries as Ibsen, Strindberg, Chekhov, Ionesco, and Beckett. (Occasionally)

ENG-L 672 Modern American Drama (4 cr.) (Occasionally)

ENG-W 130 Principles of Composition (3 cr.) Placement according to IU Northwest English Placement Test. For students with significant writing problems who need an intensive, two-semester freshman writing experience. Practice in writing papers for a variety of purposes and audiences. Attention to revision and to sentence and paragraph structure. (Fall, Spring)

ENG-W 131 Elementary Composition I (3 cr.) Offers instruction and practice in the reading and writing skills required in college. Emphasis is on written assignments that require synthesis, analysis, and argument based on sources. (Fall, Spring, Summer I, Summer II)

ENG-W 132 Elementary Composition II (3 cr.) P: ENG-W 131 Continuation of ENG-W 131, with emphasis on writing from secondary sources: research, evaluating

evidence, and documentation. Does not count toward group distribution requirements. (Occasionally)

ENG-W 231 Professional Writing Skills (3 cr.) P: ENG-W 131 or equivalent To develop research and writing skills requisite for most academic and professional activities. Emphasis on methods of research, organization, and writing techniques useful in preparing reviews, critical bibliographies, research and technical reports, proposals, and papers. Junior or senior standing recommended. (Fall, Spring, Summer I, Summer II)

ENG-W 233 Intermediate Expository Writing (3 cr.)
This course is a logical extension of the rhetorical and stylistic principles introduced in ENG-W 131. Emphasis is on the writing process, modes of discourse reflective of professional writing, and language conventions. Does not count toward group distribution requirements. (Occasionally)

ENG-W 301 Writing Fiction (3 cr.) May be repeated once for credit. (Fall or Spring)

ENG-W 303 Writing Poetry (3 cr.) May be repeated once for credit. (Fall or Spring)

ENG-W 311 Non-fiction Creative Writing (3 cr.) May be repeated once for credit. (Occasionally)

ENG-W 350 Advanced Expository Writing (3 cr.)
P: ENG-W 131 or equivalent Close examination of assumptions, choices, and techniques that go into a student's own writing and the writing of others. Does not count toward group distribution requirements. (Occasionally)

ENG-W 398 Internship in Writing (1-3 cr.) P: ENG-W 131 or equivalent Combine study of writing with practical expertise in working with professionals in journalism, business communication, or technical writing. Researched reports are required. Evaluations made by both supervisor and instructor. May be repeated for a maximum of 6 credits. (Fall or Spring)

ENG-W 553 Theory and Practice of Exposition (4 cr.)
Especially for secondary school teachers of English. Writing analysis or exposition: resources of the writer's "voice," of logical structure, and of language as instrument. (Occasionally)

ENG-W 611 Writing Fiction I (4 cr.) May be repeated once for credit. (Fall or Spring)

ENG-W 613 Writing Poetry I (4 cr.) Writing poetry. May be repeated once for credit. (Fall or Spring)

FINA-A 101 Ancient and Medieval Art (3 cr.) A survey of major styles and monuments in art and architecture from prehistoric times to the end of the Middle Ages. (Fall)

FINA-A 102 Renaissance through Modern Art (3 cr.)
A survey of major artists, styles, and movements in European and American art and architecture from the fifteenth century to the present. (Spring)

FINA-A 160 Introduction to East Asian Art (3 cr.) An introduction to the art of India, Southeast Asia, China, Japan, and Korea. This course covers painting, sculpture, architecture, and other arts identified with the Far East. (Fall)

FINA-A 340 Topics in Modern Art (3 cr.) P: FINA-A 102 Topics rotate covering different aspects of the history and study of modern art. May be repeated with a different topic for a maximum of 6 credit hours. (Occasionally)

FINA-A 341 Nineteenth-Century European Art (3 cr.) P: FINA-A 102 Survey of major artists and styles in painting and sculpture from circa 1770 to 1900, emphasizing developments in France, England, and Germany. Topics include neoclassicism, romanticism, realism, impressionism, and postimpressionism. (Fall)

FINA-A 342 Twentieth-Century Art (3 cr.) P: FINA A102 Survey of major artists, styles, and movements in painting and sculpture from 1900 to the present in Europe and the United States. Topics include expressionism, cubism, futurism, dada, surrealism, and abstraction. (Spring)

FINA-A 383 Contemporary Art (3 cr.) This course will survey art from the 1970s to the present. Classroom lectures, museum gallery visits will be a part of the course. (Spring)

FINA-A 396 Foreign Study in History of Art (1-9 cr.)
Intended only for students participating in IU Overseas Study Program; all fine arts majors are required to obtain prior approval from undergraduate history of art advisor. May be repeated for a total of 9 credit hours. (Occasionally during Summer)

FINA-A 435 Art Theory—Seniors (2 cr.) P: two 100-level Art History courses This course is designed to cover broad-ranging concerns vital to the art major's continuing career in graduate school and the professional art world. Open to seniors only. (Fall)

FINA-A 495 Readings and Research in Art History (1-4 cr.) P: Permission of instructor. This course is reserved for students wishing to pursue undergraduate research. Arrangements are made with faculty supervisor. Individual study. May be repeated for a total of 8 credits. (Occasionally)

FINA-D 317 Video Art (3 cr.) Techniques of generating and editing digital imagery, sound and video. Students apply concepts to non-linear digital editing systems while learning a new visual vocabulary. Class also covers special effects, animation programs, and the aesthetics of time based media. (Occasionally)

FINA-F 100 Fundamental Studio—Drawing (3 cr.)
Development of visual awareness and coordination of perceptual and manual skills; seeing, representing, and inventing on an experimental, exploratory level in two dimensions. Includes placement, scale, volume, light, formal articulation, and investigations of color theory. (Spring)

FINA-F 101 Fundamental Studio-3D (3 cr.) Volume, space, material, and physical force studies provide the basis for exploration of three-dimensional form; includes carving, construction, modeling. (Fall)

FINA-F 102 Fundamental Studio-2D (3 cr.) Color, shape, line, and value structures are studied as the basis for exploration of two-dimensional spatial relationships; includes investigation of conventional and invented tools and media. (Spring)

FINA-H 100 Art Appreciation (3 cr.)

To acquaint students with outstanding works of art and to provide an approach to appreciation through knowledge of purpose, techniques, form, and content. (Occasionally)

FINA-S 200 Drawing I (3 cr.) Preliminary course for advancement in drawing, stressing visual awareness; seeing, representing, and technical command on a two-dimensional surface. Problems in handling placement, scale, space, volume, light, and formal articulation. (Fall, Spring)

FINA-S 230 Painting I (3 cr.) Preliminary course for advancement in painting; exploring technical and visual aspects of color media. Emphasis on media command and structural problems in painting. Media: oil and acrylics. (Fall, Spring)

FINA-S 240 Basic Printmaking Media (3 cr.) Introduction to printmaking. Emphasis on relief. Problems in pictorial composition and drawing stressed. (Fall, Spring)

FINA-S 250 Introduction to Design Practice (3 cr.)
P: CSCI-A 106. Visual communication emphasizing the perceptive use of line, interval, proportion, color, sequence, and grid systems. Basic tools and drawing disciplines of graphic design. (Fall, Spring)

FINA-S 260 Ceramics I (3 cr.) A limited introduction to handbuilding, throwing, glaze mixing, glaze application, including a few lectures on basic ceramic techniques. (Fall, Spring, Summer I)

FINA-S 270 Sculpture I (3 cr.) The study of the relationships of volume and space through modeling, carving, and construction. (Fall, Spring)

FINA-S 291 Fundamentals of Photography (3 cr.) Basic practice of camera operations; exposure calculation; and exposing, printing, and enlarging monochrome photographs. Guidance toward establishment of a personal photographic aesthetic. (Fall, Spring, Summer I)

FINA-S 301 Drawing II (3 cr.) P: FINA-S 200 or consent of instructor. Intermediate course in drawing from the model and other sources. Emphasis on technical command of the media in conjunction with the development of a visual awareness. Continued problems in the articulation of space, scale, volume, and linear sensitivity. May be repeated once. (Fall, Spring)

FINA-S 331 Painting II (3 cr.) P: FINA S230 or consent of instructor. Intermediate course in painting from the model and other sources. Emphasis on technical command and understanding of the components of painting space, color, volume, value, and scale. Media: oil or acrylics. May be repeated once. (Fall, Spring)

FINA-S 337 Watercolor Painting I (3 cr.) An introduction to watercolor working from still life, portrait, and figure, stressing technical competence. (Occasionally)

FINA-S 344 Printmaking II Silkscreen (3 cr.) P: FINA-S 340. Advanced study with emphasis on silkscreen. Problems in pictorial composition and drawing stressed. May be repeated once. (Fall, Spring)

FINA-S 351 Typography 1 (3 cr.) P: FINA-S 250 or consent of instructor. Further studies in visual communication concentrating on letter drawing, symbolic

drawing, and typographic exploration. Production methods. (Fall)

FINA-S 352 Graphic Design III (3 cr.) P: FINA-S 351 or consent of instructor. Advanced studies in visual problem solving relating to the development of symbols and their integration with typographic communication, photography, and design-oriented drawing. (Fall)

FINA-S 353 Graphic Design IV (3 cr.) P: FINA-S 352 or consent of instructor. Using a variety of media to communicate messages, students apply processes from printing to multimedia as appropriate for directed projects. (Occasionally)

FINA-S 361 Ceramics II (3 cr.) P: FINA-S 260 or consent of instructor. Continued practice in forming and glazing Lectures. (Fall, Spring)

FINA-S 371 Sculpture II (3 cr.) P: FINA-S 270 or consent of instructor. Continuation of basic studies, using both figurative (modeling from human figure in clay) and abstract means (constructions in metal, wood, and plaster). Concentration on manipulative and technical skills and more complex materials. May be repeated once. (Fall, Spring)

FINA-S 392 Intermediate Photography (3 cr.) P: FINA-S 291 or consent of instructor. Practice of photography applied to student's major study or area of special interest in the humanities and social sciences. (Fall, Spring)

FINA-S 400 Independent Studio Projects (1-6 cr.)
P: FINA 300-level studio course. Designed for advanced studio art students who want to work independently on special studio projects under the guidance of a faculty member or committee. This course work does not fulfill a specific course requirement for fine arts major. It does count within the 25-34 credit hour studio art limit. Students must arrange a project with a faculty member who will supervise and grade the work produced. One credit is given for each three hours of work per week for the entire semester. Repeatable up to 6 credits. (Fall, Spring, Summer I, Summer II)

FINA-S 401 Drawing III (1-6 cr.) P: junior/senior standing, FINA-S 301. Advanced drawing. Continuation of FINA S301. (Fall, Spring)

FINA-S 413 Typography (2 cr.) P: FINA-S 351. Studies in graphic design concentrating on typography as it relates to other design elements in practical design application. (Occasionally)

FINA-S 414 Layout and Design (2 cr.) P: FINA-S 351. Students in graphic design concentrating on layout as it relates to other publication design. (Occasionally)

FINA-S 415 Package Design (2 cr.) P: FINA-S 351. Studies in graphic design concentrating on package design. (Occasionally)

FINA-S 420 Topics in Studio Art (3 cr.) P: junior standing or consent of instructor. May be repeated up to a total of 20 credit hours. A multidisciplinary studio course that explores topics through the use of a variety of artistic approaches. Students will work in the media of their choice. (Occasionally)

FINA-S 431 Painting III (1-6 cr.) P: junior standing, FINA-S 331. Advanced course in painting. Continuation of FINA 5331. (Fall, Spring)

FINA-S 444 Printmaking III Silk Screen (1-6 cr.)
P: FINA-S 344. Advanced work in silkscreen for qualified students. (Fall, Spring)

FINA-S 451 Graphic Design Problem Solving (1-6 cr.)
P: FINA-S 352 and consent of instructor. Professional problem solving in graphic design. Using a variety of media to communicate messages, students apply processes from printing to multimedia as appropriate for directed projects. (Occasionally)

FINA-S 461 Ceramics III (1-6 cr.) P: junior/senior standing, FINA-S 361. Further practice in ceramic studio techniques. Body preparation. Lectures. (Fall, Spring)

FINA-S 471 Sculpture III (3-6 cr.) P: junior/senior standing. Concentration on construction, carving, welding, and figure modeling. Concentration will be on foundry techniques each spring semester. (Fall, Spring)

FINA-S 490 Advanced Photography I (3 cr.) P: junior/senior standing, FINA-S 392 or consent of instructor. (Fall, Spring, Summer I)

FINA-S 491 Advanced Photography II (1-6 cr.) P: junior/senior standing, FINA-S 490 or consent of instructor. (Fall, Spring, Summer I)

FINA-S 497 Independent Study in Fine Arts (1-6 cr.)
P: majors only, senior standing Creative projects and senior exhibition in the student's area of practice. Course requires a section authorization form. (Spring)

FREN-F 100 Elementary French I (4 cr.) Introduction to French language and selected aspects of French civilization and culture. (Fall, Spring, Summer I)

FREN-F 150 Elementary French II (4 cr.) P: FREN F100 or equivalent Introduction to French language and selected aspects of French civilization and culture. (Fall, Spring, Summer II)

FREN-F 200 Second-Year French I: Language and Culture (3 cr.) P: FREN F150 or equivalent. Grammar, composition, conversation coordinated with the study of cultural texts. (Fall, Spring)

FREN-F 250 Second-Year French II: Language and Culture (3 cr.) P: FREN F200 or equivalent. Grammar, composition, conversation coordinated with the study of cultural texts. (Fall, Spring)

FREN-F 300 Lectures et analyses litteraires (3 cr.)
P: FREN F250. Preparation for more advanced work in French or Francophone literature. Readings and discussion of one play, one novel, short stories, and poems as well as the principles of literary criticism and explication de texte. (Spring)

FREN-F 305 Theatre et essai (3 cr.) P: FREN F250 or equivalent. Drama and literature of ideas. Dramatists such as Corneille, Racine, Moliere, Beaumarchais, and Sartre; essayists and philosophers such as Descartes, Pascal, Voltaire, Diderot, and Camus. (Spring)

FREN-F 306 Roman et poesie (3 cr.) P: FREN F250 or equivalent. Novel and poetry. Novelists such as Balzac, Flaubert, and Proust; readings in anthologies stressing

sixteenth-, nineteenth-, and twentieth- century poetry. (Spring)

FREN-F 310 Topics in French Literature in Translation (3 cr.) Readings in English translation of novels, plays, essays, and poetry or other works that reflect a specific topic chosen by the instructor. May be repeated once for credit with a different topic. No credit in French. (Occasionally)

FREN-F 311 Contemporary French Civilization (3 cr.) Political, social, and cultural aspects of contemporary France. No credit in French. (Occasionally)

FREN-F 312 Readings in French Literature in Translation (3 cr.) Representative readings emphasizing a particular author, genre, or topic in French literature. Subject may vary with each listing and is identified in the Schedule of Classes. No credit in French. (Occasionally)

FREN-F 328 Advanced French Grammar and Composition (3 cr.) P: FREN F250 or equivalent. Study and practice of French thinking and writing patterns. (Fall)

FREN-F 341 Topics in Francophone Culture (3 cr.) Topics in Francophone culture will be explored from a variety of perspectives. The course will be given in English. May be repeated once for credit with a different topic. No credit in French. (Occasionally)

FREN-F 375 Themes et perspectives litteraires et culturels (3 cr.) Study of a subject or topic in French (cultural or literary). All work in French. May be repeated once for credit. (Occasionally)

FREN-F 380 French Conversation (3 cr.) P: FREN F250 or equivalent. For nonnative speakers of French. Designed to develop conversational skills through reports, debates, and group discussions with an emphasis on vocabulary building, mastery of syntax, and general oral expression. Both FREN F380 and FREN F480 may be taken for credit. (Fall)

FREN-F 391 Studies in the French Film (3 cr.) Analysis of major French art form, introduction to modern French culture seen through the medium of film art, and the study of relationship to cinema and literature in France and the Francophone world. Films shown in French with English subtitles. Class taught in French.

FREN-F 424 Comedie classique (3 cr.) P: 6 credit hours at 300 level, including FREN F305 or FREN F306. Moliere, Marivaux, Beaumarchais, and others. (Occasionally)

FREN-F 441 Literature and Culture of the Francophone World (3 cr.) This course investigates the cultures of French-speaking Africa, the Caribbean, and Asia. Literary, cultural, and visual works will be explored. Subjects covered include the search for identity; the challenges of colonialism and acculturation; writing for social change; class, gender and social status; local traditions versus global modernity. Taught in French.

FREN-F 443 Nineteenth-Century Novel I (3 cr.) P: 6 credit hours at 300 level, including FREN F305 or FREN F306. Introduction to French language and selected aspects of French civilization and culture. (Fall, Spring, Summer I)

FREN-F 450 Colloquium in French Studies (3-9 cr.)

P: 6 credits at 300 level, including FREN F305 or FREN F306 or consent of the instructor. Emphasis on one topic, author, or genre. (Occasionally)

FREN-F 452 Civilisation et littérature quebécoises (3 cr.)

P: 6 credits at 300 level, including FREN F305 or FREN F306. The objective of this course is to acquaint students with Quebec literature and civilization from its origins to the present. Emphasis on the events leading to the "Quiet Revolution" and on contemporary poetry, fiction, drama, and film. (Occasionally)

FREN-F 453 Littérature contemporaine I (3 cr.) P: 6 credit hours at 300 level, including FREN F305 or FREN F306. Twentieth-century French literature until 1940. (Occasionally)

FREN-F 463 Civilization française I (3 cr.) P: 6 credit hours in French at the 300 level or departmental permission. French civilization from the medieval period through the seventeenth century. Readings in French. Eligible for graduate credit. (Occasionally)

FREN-F 464 Civilization française II (3 cr.) P: 6 credit hours in French at the 300 level or departmental permission. French civilization from the eighteenth century to the contemporary period. Readings in French. Eligible for graduate credit. (Occasionally)

FREN-F 480 French Conversation (3 cr.) P: FREN F380 or consent of department for nonnative speakers of French. Class designed to develop conversational skills. Includes reviews, presentations, and discussion. Places responsibility on the student for contributing to the animation and interest of the class. Essentially a performing class. Supplemental work is required beyond FREN F380. (Occasionally)

FREN-F 495 Individual Readings in French Literature (1-3 cr.) P: Consent of department. May be repeated. (Fall, Spring)

GEOG-G 107 Physical Systems of the Environment (3 cr.) Introduction to the physical principles governing the geographical distribution and interrelationships of the earth's physical features (atmosphere and oceans, landforms, soils, vegetation, plate tectonics, and the rock cycle). The course provides students with the background necessary to evaluate current environmental issues. (Occasionally)

GEOG-G 110 Introduction to Human Geography (3 cr.)

An introduction to geographic perspectives and principles through a consideration of six themes: environmental perception, diffusion, regionalization, spatial distribution, spatial interaction of populations, and location theory. Themes are illustrated using examples such as pollution, population problems, and urbanization. (Fall, Spring)

GEOG-G 114 Dinosaurs and their relatives (3 cr.)

Origin and evolution of vertebrates including dinosaurs and their distant relatives, such as fish, amphibians, birds and mammals. Course will focus on dinosaur evolution, paleobiology, paleoecology, and extinction. The scientific method, and quantitative and qualitative methodologies will be presented. Two lectures and one demonstration each week. (Occasionally)

GEOG-G 120 World Regional Geography—Topic:

Geography of the Middle East (3 cr.) Analysis of population, culture, environment, and economics of major world regions. Examination of issues of global importance, including development, demographic change, urbanization and migration, and international conflict.

GEOG-G 213 Introduction to Economic Geography (3 cr.)

P: ECON E103 or GEOG G110. Principles of economic geography including theories concerning industrial location, competition for land, economic nature of resources, and geographic background of interregional trade. (Occasionally)

GEOG-G 250 Computer Methods in Geography (3 cr.)

P: GEOG G110. Introduction to computing in geography, emphasizing practical applications. Topics include programming concepts, analysis of spatial data, and graphics. Numerous exercises give practical experience with the analysis and interpretation of geographic data. GIS programs will be emphasized. (Fall)

GEOG-G 304 Meteorology and Physical Climatology (3 cr.)

Fundamental atmospheric properties and interrelationships. Radiation theory, components of energy and moisture balance, atmospheric circulation, upper air-surface relationships, and global weather systems. (Occasionally)

GEOG-G 313 Political Geography (3 cr.)

P: 3 credit hours of geography or advanced courses in history or political science or special permission. Geographical influences which have affected development of political units, such as nations, states, and parties, as background for better understanding of current events. (Occasionally)

GEOG-G 314 Urban Geography (3 cr.)

R: 3 credit hours of geography or special permission. Principles of location and distribution of urban centers, urban land use, geographical aspects of city planning. (Occasionally)

GEOG-G 315 Environmental Conservation (3 cr.)

R: junior standing. Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of the environment emphasizing an ecological approach. Current problems relating to environmental quality. (Spring)

GEOG-G 327 Geography of Indiana (3 cr.)

P: GEOG G110 or consent of the instructor. A geographical analysis of the state of Indiana. Emphasis placed on the interrelationship of the state's physical and human geography. (Occasionally)

GEOG-G 425 Africa: Contemporary Geographical Problems (3 cr.)

This course examines contemporary geographic problems confronting the countries of sub-Saharan Africa. Primarily focus on urbanization, rural-urban migration, unemployment, agriculture, and health care. Also analysis of terrain, resource base, and other aspects of the natural environment. (Spring and Fall)

GEOG-G 476 Climate Change Science (3 cr.)

Evidence for and theories of climate change over a range of time scales. Sources of natural climate forcing are presented, historical evolution of climate change is quantified, and model tools and climate projections are

presented along with analyses of climate change impacts. (Occasionally)

GEOL-G 101 Introduction to Earth Science: Lecture (3 cr.) Origin and classification of minerals and rocks. Gradation processes and landform evolution. Atmosphere and weather. Geologic time and earth history. Earth resources. Two lectures each week. Credit is given for only one of the following: GEOL101, GEOL107. (Fall, Spring, Summer)

GEOL-G 102 Introduction to Earth Science Laboratory (1 cr.) P: Any 100-level GEOL (geology) lecture-based course. Classification and identification of minerals, rocks, and fossils. Weather and climates. Map projections, maps, and local topography. One laboratory each week. (Fall, Spring, Occasionally Summer)

GEOL-G 107 Environmental Geology (3 cr.) An introduction to geology through discussion of geological topics that show the influence of geology on modern society. Topics include mineral and energy resources, water resources, geologic hazards and problems, geology and health, and land use. Credit given for only one of the following: GEOL101, or GEOL107. (see schedule of classes for offerings).

GEOL-G 108 Selected Earth Science Topics (1-3 cr.) Selected topics of general interest in earth science offered as individual units. Consult Schedule of Classes for current offerings. (Occasionally)

GEOL-G 185 Global Environmental Change (3 cr.) The scientific basis behind natural and human-based global environmental changes. Geological perspective of the formation of the earth. Human activities influencing the natural system, including population, deforestation, water usage, acid rain, ozone depletion, smog and global warming. Subsequent human reactions. (see schedule of classes for offerings).

GEOL-G 209 History of Earth (4 cr.) P: Any 100-level lecture-based geology course and G102. Earth history emphasizing physical and biological evolution. Geologic time, stratigraphic correlation, plate tectonics, paleodepositional environments, paleography, and evolution of life. Laboratory, field trip required. (Spring)

GEOL-G 210 Oceanography (3 cr.) P: One college-level science course or consent of the instructor. Introduction to the study of the oceans and marine processes. Emphasis on morphology of the ocean floor, life in the ocean, oceanic circulation, and submarine geology. Three lectures or two lectures with occasional laboratory per week. (Occasionally)

GEOL-G 220 Regional Geology Field Trip (3 cr.) P: Any 100-level geology course; or consent of instructor. Field investigation of selected regions of North America. Six to 15 days in the field. (Spring or Summer)

GEOL-G 221 Introductory Mineralogy (4 cr.) P: any 100-level lecture-based geology course and G102. C: College-level course in chemistry, or permission of instructor. Crystallography: morphology, classes, twinning habit. Physical and chemical mineralogy. Description, identification, association, occurrence, and use of common and important minerals. Two lectures and one laboratory

each week. Required field trip. (Three semester rotation: Fall 2014, Spring 2016, Fall 2017, Spring 2019)

GEOL-G 222 Introduction to Petrology (4 cr.) P: GEOL G221. Dynamic processes that form igneous, sedimentary, and metamorphic rocks: Focus on composition, field occurrence, characteristics, classification, origin, laboratory description, and identification. Two lectures and one laboratory each week. Required field trip. This class meets the intensiver writing requirement for the IUNorthwest campus. (Three semester rotation: Spring 2015, Fall 2016, Spring 2018, Fall 2019)

GEOL-G 317 Field and Laboratory Techniques (3-5 cr.) P: GEOL G101, GEOL G102. Field trips mandatory. A field and laboratory-based course. Content includes map construction, reading, and interpretation, surveying, computer graphics, aerial photography interpretation, lithostratigraphic logging of sediment and bedrock, stream gauging, statistical analysis of geological data, grain size analysis, and an instruction to GIS and remote sensing. (Summer or Fall-even years)

GEOL-G 323 Structural Geology (4 cr.) P: GEOL G222 and a course in trigonometry, precalculus or calculus, or consent of the instructor. Nature and origin of structural features of the earth's crust, with emphasis on mechanics of deformation. Two lectures and one laboratory each week. Required field trip. (Normally a three semester rotation. Following is the schedule through 2018: Fall 2014, Fall 2015, Spring 2017, Fall 2018)

GEOL-G 334 Principles of Sedimentology and Stratigraphy (4 cr.) P: GEOL G221 or consent of instructor. Interrelationship of sedimentation and stratigraphy; process and factors influencing genesis of sedimentary strata; provenance, depositional environment, sedimentary facies, paleoecology; analytical techniques; application of principles to interpretation of stratigraphic record. Required field trip. Two lectures and one laboratory each week. (Fall—even years)

GEOL-G 406 Introduction to Geochemistry (3 cr.) P: CHEM C106, GEOL G222, MATH M216, or consent of instructor. Application of chemical principles in study of the earth from primarily dynamic approach. Two lectures each week. (Occasionally)

GEOL-G 407 Senior Geosciences Projects I (4 cr.) P: Senior standing in geosciences. Field and/or laboratory research project in geosciences, under faculty or faculty committee supervision. A preliminary report must be submitted at the end of the first semester, and a final report at the end of the second. Each must be written in proper scientific form. (Fall, Spring, Summer I, Summer II)

GEOL-G 408 Senior Geosciences Projects II (4 cr.) P: Senior standing in geosciences. Field and/or laboratory research project in geosciences, under faculty or faculty committee supervision. A preliminary report must be submitted at the end of the first semester, and a final report at the end of the second. Each must be written in proper scientific form. (Fall, Spring, Summer I, Summer II)

GEOL-G 410 Undergraduate Research in Geology (1-4 cr.) P: Junior standing and consent of advisor. Field and laboratory research in selected problems in geology. Total of 6 credit hours may be counted toward the degree in geology. (Fall, Spring, Summer I, Summer II)

GEOL-G 413 Introduction to Earth Physics (3 cr.)

P: GEOL G323, PHYS P202 or PHYS P222. P or C: MATH M216 or consent of instructor. Physics in the study of the earth: its origin, history, internal constitution, structure, and mineral resources. (Occasionally)

GEOL-G 415 Geomorphology (4 cr.) P: GEOL G222 or consent of instructor. Geomorphic processes, evolution and classification of landforms. Laboratory: topographic, geologic, and soil maps; aerial photographs. Required field trip. Two lectures and one laboratory each week. (Fall odd years)

GEOL-G 420 Regional Geology Field Trip (1-3 cr.)

P: 10 credit hours of geology and consent of instructor. Field investigations of selected regions of North America for study of mineralogic, lithologic, stratigraphic, structural, paleontologic, geomorphic, or other geological relationships. Six to 15 days in the field. May be repeated. Usually follows spring semester. (Spring or Summer, Occasionally)

GEOL-G 435 Glacial and Quaternary Geology (3-4 cr.)

P: GEOL G222. Topics include glacier processes, glacial sediments, glacial landforms, glacial history, and interpretations of climate change from the glacial record. The focus is on glaciation during the Quaternary Period with specific emphasis on glacial history and landforms of Northwest Indiana. Two lectures and one laboratory are required each week. (Occasionally)

GEOL-G 451 Principles of Hydrogeology (4 cr.)

P: GEOL G334 or consent of instructor. Water resources: occurrence, regulation, and management of water; hydrologic cycle, water movement, well hydraulics; water quality and pollution; surface and subsurface investigations; basin-wide development of water resources; legal aspects; relationship of hydrogeology to engineering geology. Two lectures and one laboratory are required each week. (Spring odd years)

GEOL-G 460 Internship in Geology (3 cr.)

P: Geology major with senior standing and approval from the chair. Industrial or similar experiences in geologically oriented employment. Projects jointly arranged, coordinated, and evaluated by faculty and industrial/ governmental supervisors. (Fall, Spring, Summer)

GEOL-G 476 Climate Change Science (3 cr.)

Evidence for and theories of climate change over a range of time scales. Sources of natural climate forcing are presented, historical evolution of climate change is quantified, and model tools and climate projections are presented along with analyses of climate change impacts. (Occasionally)

GEOL-G 490 Undergraduate Seminar (1-2 cr.)

Open to junior and senior majors by special permission. Readings and discussion of selected topics. May be repeated for a maximum of 4 credit hours. (see schedule of classes for offerings)

GEOL-T 315 North American Landscape (3 cr.)

P: Course in physical or general geology. Gives the student an elementary understanding of various geologic controls and processes that have produced the topographic features. Regional concept stressed rather than individual landforms. The continent is divided into geomorphic regions based on similar geologic controls and geomorphic histories. (Occasionally)

GER-G 100 Beginning German I (4 cr.) Introduction to present-day German and to selected aspects of German culture. Survey of the language: structure and meaning. Introduction to German grammatical forms and their function. Development of listening comprehension, simple speaking proficiency, controlled reading and writing skills. (Fall)

GER-G 150 Beginning German II (4 cr.) P: GER G100 or equivalent Introduction to present-day German and to selected aspects of German culture. Survey of the language: structure and meaning. Introduction to German grammatical forms and their function. Development of listening comprehension, simple speaking proficiency, controlled reading and writing skills. (Spring)

GER-G 200 Oral Practice, Writing, and Reading I (3 cr.)

P: GER G150 or equivalent. Further development of oral and written command of language structures. Reading of literary and nonliterary texts. (Fall)

GER-G 250 Oral Practice, Writing, and Reading II (3 cr.)

P: GER G200 or equivalent. Review of selected grammatical items. Reading of modern German prose and plays with stress on discussion in German. Writing of descriptive and expository prose based on the reading material. (Spring)

HIM-M 100 Introduction to Health Care Delivery and Health Information Management (2 cr.)

Overview of the health care industry and specifically the health information management profession. Includes overview of health care reimbursement and medical staff organization. (Fall)

HIM-M 101 Introduction to Health Records (3 cr.)

Organization of the health care industry; systems and processes for collecting, maintaining, and disseminating health-related information. (Spring)

HIM-M 102 Clinical Experience I (2 cr.)

Clinical assessment in systems and processes for collecting, maintaining, and disseminating health-related information; development of professional attitude for interacting with other professions and consumers in the health care industry. (Summer I)

HIM-M 107 Computer Applications in Health Information Technology (3 cr.)

P: CSCI A106 An introduction to information and communication technologies commonly used in health care and Health Information Management departments. Electronic health record concepts, voice recognition, and health information specialty systems will be discussed and applied in this course. (Spring)

HIM-M 193 CPT Coding (2 cr.) The study of CPT (Current Procedural Terminology) coding and classification principles. (Fall)

HIM-M 195 Medical Terminology (3 cr.) The study of the language of medicine, including word construction, definitions, spelling, and abbreviations; emphasis on speaking, reading, and writing skills. (Fall, Spring)

HIM-M 200 Supervision in Health Information Services (2 cr.)

Study of supervisory principles and practices, with application to health information services. Introduction to effective planning, organizing, and controlling. (Spring)

HIM-M 201 Coding and Classification Systems (3 cr.)

The study of classifications, nomenclatures, and

reimbursement systems. Includes cancer registry and other registries. (Fall)

HIM-M 202 Clinical Experience in Coding and Classification Systems (3 cr.) Clinical instruction includes health record coding and related functions. (Fall)

HIM-M 203 Health Care Delivery and Quality Assessment (3 cr.) The study of clinical quality assessment and improvement; review of regulatory and accrediting organizations and health record applications in alternate health care settings; other health information systems and functions. (Spring)

HIM-M 204 Clinical Experience in Health Care Delivery and Quality Management (2 cr.) Assignment is to area health care facilities and to the program health information laboratory. Areas of clinical instruction include quality management activities and health record systems in alternate health care settings. (Spring)

HIM-M 205 Pathology (3 cr.) P: P-261 and P-262. A survey of changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems. (Fall)

HIM-M 206 Reimbursement Principles in Health Care (2 cr.) Integration of information about all U.S. health care payment systems; overview of the complex interrelationships between reimbursement, coded data, and compliance; Managed Care; Government-sponsored Health Care Programs. (Spring)

HIM-M 208 Coding Lab (2 cr.) The application of ICD and CPT coding and classification principles. Application of the prospective payment system and DRG reimbursement. (Fall)

HIM-M 245 Health Record Law (2 cr.) Study of the basic concepts and principles of law and their application to the health care field, specifically to health information services. Review of the law dealing with confidentiality and release of information, liability of health care providers, and other topics. Discussion of the judicial process. (Fall)

HIM-M 301 Healthcare Quality and Information Management (3 cr.)
The study and application of regulatory requirements for quality and performance improvement, utilization management, risk management, and medical staff organization. The examination of other quality-based programs affecting healthcare such as pay-for-performance and RAC programs. Application of the collection, analysis and interpretation of healthcare data. (Fall)

HIM-M 302 Health Record Law II and Ethics (3 cr.) Detailed study of legal issues in health informatics and information management. HIPAA and other statutory and regulatory requirements are studied. Study and application of ethics within health informatics and HIM. (Spring)

HIM-M 401 Healthcare Data Management in HIM (3 cr.) Management of the coding function and revenue cycle processes in all healthcare settings. Planning and implementation of compliance programs related to HIM.

The study of healthcare informatics standards for health data collection. (Fall)

HIM-M 402 Health Finance and Budgeting for HIM (3 cr.)
A study of the financial management of health care facilities based on generally accepted business principles. Accounting principles, budgeting, and evaluation of short and long-term debt in healthcare environments will be studied. The analysis and application of reimbursement processes will be studied at length in this course. (Fall)

HIM-M 403 Organization and Management of HIM (3 cr.)
A study of and application of human resources management in a Health information Department. Creation of performance standards and workforce education and training are examined. Budgeting, contracts, labor laws and unions are studied. (Spring)

HIM-M 404 Research Principles for HIM (3 cr.)
Applied research methodologies in healthcare services, health informatics, and health information management. This course will cover research design principles, inclusion of vital statistics, national research policy making, biomedical and health research investigation, and research protocol data management. (Spring)

HIM-M 410 Computer systems in Healthcare (3 cr.)
Understanding and applying the systems development life cycle in system implementations and updates integrating project management theory. Evaluate and implement national health information initiatives and standards. Examine the concepts of data security, integrity, validity, and data quality monitoring. (Fall)

HIM-M 415 Capstone (4 cr.)
The student will complete an applied project related to health information management upon approval from the course instructor. (Spring)

HIM-M 459 Professional Practicum (4 cr.)
Professional internship in an approved clinical site. The student will participate and/or coordinate a project approved by the site's management team. (Summer)

HIST-A 301 Colonial and Revolutionary America I (3 cr.) Possible themes for this course include the development of British North America, the colonial origins of the revolutionary struggle in America, and an exploration of the American Revolutionary era, 1765 to 1789. (Occasionally)

HIST-A 303 The United States, 1789-1865 (3 cr.)
This course will examine the early American republic, beginning with the Constitutional Convention and ending with the conclusion of the Mexican-American War. Topics that will be explored include the early development of the American government, the rise of partisanship and democracy, social and economic developments, slavery, and westward expansion. (Occasionally)

HIST-A 313 Origins of Modern America, 1865-1917 (3 cr.) Social, economic, cultural, and political ways in which Americans accommodated and resisted changes

introduced by large-scale industrialization. Populism and progressivism receive special attention. (Occasionally)

HIST-A 314 United States, 1917-1945 (3 cr.) Political, demographic, economic, and intellectual transformation during World War I, the twenties, the Great Depression, and World War II. (Occasionally)

HIST-A 315 Recent U.S. History (3 cr.) Political, demographic, economic, and intellectual transformation after World War II, with special emphasis on the 1950s. (Occasionally)

HIST-A 317 American Social History, 1865 to Present (3 cr.) Development of modern American social and intellectual patterns since 1880. Social thought, literature, science, arts, religion, morals, education. (Occasionally)

HIST-A 318 The American West (3 cr.) Western expansion and development 1763-1900: economic, political, and social changes. Special attention to natural resources, Indian-white relations, and the role of the West in American myth and symbology. (Occasionally)

HIST-A 321 American Social History, 1865 to Present (3 cr.) Ideas that have influenced American history. From the image of New World to challenge of Jacksonian democracy. (Occasionally)

HIST-A 346 American Diplomatic History (3 cr.) Foundations and evolution of American foreign policy with particular emphasis on the role of the United States as a world power in the twentieth century. (Occasionally)

HIST-A 347 American Urban History (3 cr.) Development of cities and processes of urbanization in United States history. (Occasionally)

HIST-A 348 Civil War and Reconstruction (3 cr.) Crisis of the Union; social, political, economic, and cultural factors leading to war and their influence in the war. Reconstruction and its consequences in the South and in the nation. (Occasionally)

HIST-A 352 History of Latinos in the United States (3 cr.) Latino experience in the United States; economic and social factors of the Latino role in a non-Latino nation. (may be cross-listed with CHRI-C 352) (Fall)

HIST-A 355 Afro-American History I (3 cr.) History of blacks in the United States. Slavery, abolitionism. Reconstruction, post-Reconstruction to 1900. (may be cross-listed with AFRO-A 355) (Fall)

HIST-A 356 Afro-American History II (3 cr.) History of blacks in the United States from 1900 to present. Migration north, NAACP, Harlem Renaissance, postwar freedom movement. (may be cross-listed with AFRO-A 356) (Spring)

HIST-A 363 Survey of Indiana History (3 cr.) A survey of Indiana history and culture from the original inhabitants to recent times, with emphasis on the growth of a distinctive Hoosier culture. (Fall and Spring)

HIST-A 369 Issues in Early United States History (3 cr.) Study and analysis of selected historical issues and problems in United States history to 1870. Topics will vary. May be repeated with a different topic for a maximum of 6 credit hours. (Occasionally)

HIST-A 382 The Sixties (3 cr.) An intensive examination of the decade that tore apart post-World War II American society, beginning with the confident liberalism that believed the nation could "pay any price" and "bear any burden" in order to stop communism abroad and to promote reform at home, focusing on the internal contradictions and external challenges that destroyed this liberal agenda (civil rights and black power, the New Left, the counterculture, second-wave feminism, the sexual revolution, the Vietnam War, and the globalization of the economy), and finishing with the more conservative order that emerged in the early 1970s to deal with the conflicting realities of limited national power and wealth on the one hand, and rising demands for rights and opportunities on the other. (Occasionally)

HIST-A 391 History of Chicanos and Puerto Ricans in the U.S. I (3 cr.) Analysis of the historical experiences of Chicanos and Puerto Ricans in American society from colonial times to 1900. Focuses on original Spanish settlements; colonial and Mexican societies; Mexican-American War; processes of subordination and proletarianization; development of Mexican culture in the United States; and the Spanish-American War. (may be cross-listed with CHRI-C 391) (Occasionally)

HIST-A 392 History of Chicanos and Puerto Ricans in the U.S. II (3 cr.) Analysis of the historical experiences of Chicanos and Puerto Ricans in American society from 1900 to present. Focuses on issues of immigration and migration; continued subordination; social and cultural adaptation; and political protest and organization. (may be cross-listed with CHRI-C 392) (Occasionally)

HIST-A 446 Mexican and Puerto Rican Immigration and Migration (3 cr.) Study of the migration of Mexicans and Puerto Ricans to the United States. Emphasis will be on push-pull factors of migration, the incorporation of both groups into the American socioeconomic structure, the role of federal legislation in patterns of migration, and the special plight of undocumented workers. (may be cross-listed with CHRI-C 446) (Occasionally)

HIST-B 200 Issues in Western European History (3 cr.) Study and analysis of selected historical issues and problems across more than one period of Western European history. Topics vary but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours. (Occasionally)

HIST-B 300 Issues in Western European History (3 cr.) Study and analysis of selected historical issues and problems across more than one period of Western European history. Topics vary, but usually cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours. (Occasionally)

HIST-B 304 Postwar European Youth (3 cr.) In the period following the Second World War European society was rapidly remade, granting greater social, cultural, and economic autonomy to young people. Young people in Britain, France, the Germanys, and the Soviet Union created new identities for themselves that illustrated the convergence of culture and politics. This course explores the experiences of young people in the postwar era to

gauge the broader transformations in contemporary European life. (Occasionally)

HIST-B 346 The Crusades (3 cr.) Christian military expeditions authorized by the popes between 1095 and 1500. An exploration of the concept of holy war, the military campaigns, the crusades ideal, the crusaders motivations, women's involvement, life in the crusader states, cultural exchanges between Muslims, Christians, and Jews, and the modern legacy of the crusades. (Occasionally)

HIST-B 351 Western Europe in the Early Middle Ages (3 cr.) Evolution of European civilization from the fall of Rome, development of Christianity, and the Germanic invasions through Charlemagne's Empire and the subsequent development of feudalism, manorialism, papacy, and Romanesque architecture. (Occasionally)

HIST-B 352 Western Europe in the High Middle Ages (3 cr.) Expansion of European culture and institutions: chivalry, Crusades, rise of towns, universities, Gothic architecture, law, revival of central government. Violent changes in late-medieval Europe: overpopulation, plague, Hundred Years' War, peasant revolt, crime, inquisition, and heresy. (Occasionally)

HIST-B 356 French Revolution and Napoleon (3 cr.) Crisis of the Old Regime; middle class and popular revolt; constitutional monarchy to Jacobin commonwealth; the Terror and revolutionary government; expansion of Revolution in Europe; rise and fall of the Napoleonic Empire. (Occasionally)

HIST-B 357 Modern France (3 cr.) A social, political, and cultural survey of France in the nineteenth and twentieth centuries. (Occasionally)

HIST-B 359 Europe from Napoleon to the First World War (3 cr.) Vienna settlement and period of reaction in Europe; liberalism and nationalism; revolutions; industrial revolution; capitalism; socialist movements; unification of Italy and Germany; clericalism and anticlericalism; struggles for political democracy; social legislation; imperialism, nationalist rivalries, and background of World War I. (Occasionally)

HIST-B 361 Europe in the Twentieth Century I (3 cr.) Diplomatic, economic, intellectual, military, political, and social developments within Europe from World War I to present; changing relationships between Europe and other parts of the world. (Occasionally)

HIST-B 391 Themes in World History (3 cr.) Contemporary bibliography and interpretations of major problems in world history. (Fall and Spring)

HIST-C 300 Issues in Classical and Byzantine History (3 cr.) Study and analysis of the history of Greece or Rome, the history of Late Antiquity in the Greco-Roman world, or of the Byzantine Empire. Topics will vary in focus, region, and period. May be repeated with a different topic for a maximum of 6 credit hours. (Occasionally)

HIST-C 386 Greek History (3 cr.) Political, social, and economic developments in Greek world from age of Mycenae and Troy until Roman conquest (167 B.C.). Greek colonial world, Athens, and Sparta, career and legend of Alexander the Great, the Hellenistic Age.

Archaeology as a source for political and social history. (Occasionally)

HIST-C 388 Roman History (3 cr.) History of Roman people, from legendary origins to death of Justinian (A.D. 565), illustrating development from city-state to world empire. Evolutionary stages exemplify transition from early kingship to republican forums, finally replaced by monarchy of distinctively Roman type. (Occasionally)

HIST-D 310 Russian Revolutions and the Soviet Regime (3 cr.) Russia on the eve of World War I; revolutions that have swept Russia; principal developments in government, economy, cultural and social life, and international policy under the Communist regime; expansion of Russian and Communist power, particularly since 1945. (Occasionally)

HIST-F 301 History of Puerto Rico (3 cr.) Colonization by Spain; international development; Spanish-American War; occupation by United States; economic, social, and political development; migration to the mainland; debate on independence, autonomy, and statehood. (may be cross-listed with CHRI-C 301) (Occasionally)

HIST-F 444 History of Mexico (3 cr.) Brief survey of the colonial period and independence movement. Ideological conflicts within the republic. Revolution of 1910. Relation with United States from Mexican viewpoint. (may be cross-listed with CHRI-C 444) (Occasionally)

HIST-G 200 Issues in Asian History (3 cr.) Study and analysis of selected historical issues and problems of general import. Topics vary from semester to semester but usually are broad subjects that cut across fields, regions, and periods. May be repeated with a different topic for a maximum of 6 credit hours. (Fall and Spring)

HIST-G 315 History and Memory of Modern China and Japan (3 cr.) This class surveys the history and memory revolving around the war between China and Japan (1937-45), which was part of the Pacific phase of World War II. By focusing on how the Sino-Japanese War, and especially the Nanjing (Nanking) Massacre has been remembered in both China and Japan, this course explores the relationship between memory, politics, culture, and society in the formation of history and memory in modern China and Japan. (Occasionally)

HIST-G 369 Modern Japan (3 cr.) Western impact and social and intellectual change in late Tokugawa Japan from about 1720. The Meiji Restoration. State capitalism and the Japanese development process. Empire, war defeat, U.S. occupation, and renewal in the twentieth century. Japan's rise to the front rank of world economic powers after World War II. (Fall and Spring)

HIST-G 385 Modern China (3 cr.) A survey of the final century of dynastic rule and the rise to power of the Nationalist and Communist parties, highlighting social and cultural developments, the impact of Western imperialism, and the evolution of revolutionary ideologies. (Fall and Spring)

HIST-G 387 Contemporary China (3 cr.) A survey of recent Chinese history focusing on social, cultural, and political life in the People's Republic of China and post-1949 Taiwan. Events covered include the Long

March, the Cultural Revolution, and the Tiananmen Square Protests of 1989. (Fall and Spring)

HIST-G 410 China, Japan and the U.S. in the 20th and 21st Centuries (3 cr.) This course discusses the relationship between China, Japan, and the U.S. in the 20th and 21st centuries. We study the mutual perceptions and interactions of the three countries over the 20th Century, and examine how the perceptions and memoirs of these interactions impact their relationships in the 21st Century. (Every other year)

HIST-H 105 American History I (3 cr.) Colonial period, Revolution, Confederation and Constitution. National period to 1865. Political history forms the framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism. (Fall, Spring, Summer I, Summer II)

HIST-H 106 American History II (3 cr.) 1865 to present. Political history forms the framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism. (Fall, Spring, Summer I, Summer II)

HIST-H 107 American History: General Course III (3 cr.) A thematic approach to the study of American history, 1600 to the present. Each section will deal with one or more topics, according to the interests of the instructor. Topics might be, for example, a study of American character, race and ethnicity, violence, women and sexism, or mobility and change. (Occasionally)

HIST-H 113 History of Western Civilization I (3 cr.) Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval Church; feudalism; national monarchies; rise of middle class; parliamentary institutions; liberalism; political democracy; industrial revolution; capitalism and socialist movements; nationalism, imperialism, and international rivalries; wars. (Fall, Spring, Summer I, Summer II)

HIST-H 114 History of Western Civilization II (3 cr.) Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval Church; feudalism; national monarchies; rise of middle class; parliamentary institutions; liberalism; political democracy; industrial revolution; capitalism and socialist movements; nationalism, imperialism, and international rivalries; wars. (Fall, Spring, Summer I, Summer II)

HIST-H 207 Modern East Asian Civilization (3 cr.) Contrasting patterns of indigenous change and response to Western imperialism in East Asia during the nineteenth and twentieth centuries. China and Japan receive primary consideration. Emphasis on the rise of nationalism and other movements directed toward revolutionary change. (Occasionally)

HIST-H 215 Proseminar in History (3 cr.) P: Freshmen and sophomores with consent of instructor. Selected topics of history. May be taken three times. (Spring)

HIST-H 219 Origins and History of the Second World War (3 cr.) Nazi and fascist aggression, collective security, appeasement and outbreak of war in Europe. German blitzkrieg; Russian front; North African, Italian, and Normandy campaigns; Hitler's racial policies; Japanese-American hostility; Pearl Harbor; island

hopping; the atomic bomb. Roosevelt, Stalin, and Churchill at Teheran, Yalta, and Potsdam. War-crime trials. (Occasionally)

HIST-H 220 American Military History (3 cr.) From settlement of colonies to present. European background, colonial militia, Indian fighting. Principal foreign wars and their strategic objectives. Technological changes and effect of military on American society. Army is emphasized, with some attention to Navy, Marines, and Air Force. (Occasionally)

HIST-H 225 Special Topics in History (3 cr.) Study and analysis of selected historical issues and problems of general import. Topics will vary from semester to semester, but will usually be broad subjects that cut across fields, regions, and periods. May be repeated once for credit. (Occasionally)

HIST-H 228 The Vietnam War (3 cr.) Indochinese history; French colonialism; Cold War dynamics; U.S. military-political actions; domestic U.S. politics; U.S. disengagement; Indochinese and American legacies. (Occasionally)

HIST-H 232 The World in the Twentieth Century (3 cr.) Shaping of the contemporary world, with emphasis on the interaction of the West, particularly Western imperialism and Western political and social ideas, with non-Western lands. Examination of revolutionary, national, ideological, social, and/or religious movements in Japan, China, India, Mexico, Russia, the Middle East, Southeast Asia, Africa. Today's political, social, and economic institutions. (Fall and Spring)

HIST-H 425 Topics in History (3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope from the perspective of arts and humanities. Topics will vary but will ordinarily cut across fields, regions, and periods. May be repeated for credit. (Occasionally)

HIST-H 495 Undergraduate Readings in History (1-12 cr.) P: At least junior standing and 12 credit hours of related course work. Prior arrangement with individual faculty member. Faculty-supervised experience in museum work, historic preservation, historical societies, oral history, or other history-related fieldwork in private and public institutions. (Occasionally)

HIST-J 485 Historiography (3 cr.) Principles, methodology, and practice of historical study, with emphasis on the varieties of history, the writing of history, and historical literature. (Occasionally)

HIST-J 495 Proseminar for History Majors (3 cr.) Selected topics of history. May be taken three times. (Fall, Spring)

HIST-K 493 Reading for Honors (12 cr.) P: Approval of departmental honors committee. (Occasionally)

HIST-K 499 Senior Honors Thesis (3 cr.) Senior-level course for honors students only. Training in research and writing, culminating in honors thesis to be written under direction of faculty member. Oral examination over thesis conducted by three faculty members. (Occasionally)

HIST-T 325 Topics in History (3 cr.) Study and analysis of selected historical issues and problems of limited scope from perspective of the arts and humanities.

Topics will vary, but will usually cut across fields, regions, and periods. May be repeated with a different topic. (Occasionally)

HIST-T 425 Topics in History (3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope from the perspective of arts and humanities. Topics will vary, but will ordinarily cut across fields, regions, and periods. May be repeated for credit. (Occasionally)

HPER-E 100 Experiences in Physical Education (1-2 cr.) Instruction in a specified physical education activity that is not a regular offering of the Department of Kinesiology. Emphasis on development of skill and knowledge pertinent to the activity. (Fall, Spring)

HPER-E 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance, and coordination through rhythmical body movement. Only S-F grades given. (Fall, Spring)

HPER-E 105 Badminton (1 cr.) Beginning instruction in basic skills and techniques of badminton for singles, doubles, and mixed doubles play. Emphasis is on basic skill development, rules, and strategy. (Occasionally)

HPER-E 111 Basketball (1 cr.) Instruction in fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules. (Spring)

HPER-E 119 Personal Fitness (1-3 cr.) Instruction in basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. For students without prior knowledge of conditioning methods. (Fall, Spring)

HPER-E 133 Fitness and Jogging I (1 cr.) Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program. For students without prior experience in jogging programs, aerobics levels I through III. Only S-F grades given. (Fall, Spring)

HPER-E 135 Golf (1 cr.) Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Rules and etiquette of golf. Students play on par3 courses. Fee charged. (Fall, Summer I, Summer II)

HPER-E 150 Karate (1 cr.) Beginning instruction in techniques of blocking, kicking, striking, punching, limited free fighting, and self-defense. Student should achieve technical level of yellow belt. Karate uniform required. (Occasionally)

HPER-E 151 Self-Defense (1 cr.) Instruction in techniques for practical self-defense skills and situations. No uniform required. (Fall, Spring)

HPER-E 181 Tennis (1 cr.) Beginning instruction in the fundamental skills of serves and forehand and backhand strokes. Competitive play in women's, men's and mixed doubles tennis. (Occasionally)

HPER-E 185 Volleyball (1 cr.) Instruction in fundamental skills of power volleyball including the overhand serve,

bump, set, dig, and spike. Team offensive and defensive strategies. (Fall)

HPER-E 187 Weight Training (1 cr.) Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. Only S-F grades given. (Fall, Spring, Summer)

HPER-E 190 Yoga I (1 cr.) P: None. Every participant will be challenged at his/her own level and form. The class sequence and poses will be appropriate for everyone. Standing poses, forward stretched, twists, backward stretches, inversions, regenerative and breathing exercises. (Occasionally)

HPER-E 211 Intermediate Basketball (1 cr.) Review of fundamental basketball skills including passing, dribbling, shooting, rebounding, and defense. Instruction in the principles of motion offense including spacing, screening, rebounding, and passing. Instruction in man-to-man defense and zone defenses. (Spring)

HPER-E 235 Intermediate Golf (1 cr.) P: Yellow belt technical level or consent of instructor. The course builds on and refines the basic fundamentals of swing motion. Ball flight control is introduced with more in- depth swing analysis. (Fall, Summer)

HPER-E 250 Karate—Intermediate (1 cr.) P: Yellow belt technical level or consent of instructor. Karate—Intermediate (1 cr.) P: yellow belt technical level or consent of instructor. Instruction in advance applications of basic techniques and free fighting. Students should achieve technical level of green belt. Karate uniform required. (Occasionally)

HPER-E 281 Tennis—Intermediate (1 cr.) P: None. Students with basic competency in the forehand, backhand, and serve improve these strokes and learn the lob and overhead strokes through practice with the class. (Occasionally)

HPER-E 370 Scuba Certification (2 cr.) Instruction in the skills and techniques of scuba diving. Course offered at The Scuba Tank in Valparaiso. Additional fees required. (Fall, Spring, Summer)

HPER-E 371 Advanced Scuba (2 cr.) P: E370 or instructor permission. HPER E371 Advanced Scuba (2 cr.) P: E370 or instructor permission. Advanced instruction in skills within a confined water environment. Course offered at The Scuba Tank in Valparaiso. Additional fees required. (Fall, Spring, Summer)

HPER-E 470 Diver Safety and Rescue (2 cr.) P: E371 or instructor permission. Diver safety issues leading to rescue certification and divemaster training. Course offered at The Scuba Tank in Valparaiso. Additional fees required. (Fall, Spring, Summer)

HPER-E 472 Scuba Instructor Development (2 cr.) P: E470 or instructor permission. Instructor development course for recreational scuba diving. Participants will complete all basic requirements for national evaluation exams. (Fall, Spring, Summer)

HPER-H 160 First Aid and Emergency Care (2 cr.) Lecture and demonstration on first-aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions,

suffocation, drowning, and poisons, with skill training in all procedures. (Fall, Spring, Summer I)

HPER-H 318 Drug Use in American Society (3 cr.)

An interdisciplinary approach to the study of drug use in American society. Examines the effects of alcohol, tobacco, and the "illicit" drugs on the physical, mental, and social health of individuals. (Summer I)

HPER-H 363 Personal Health (3 cr.) This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion. Covers such topics as emotional health; aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable disease; safety; and environmental health. (Fall, Spring)

HPER-H 414 Health Education in Grades K-8 (3 cr.)

Practical guidelines for developing health and safety education programs in grades K-8, including child health problems, school health service programs, the school environment, subject matter in health instruction, curriculum development, lesson and unit planning, innovative approaches to health teaching, and evaluation. (Fall, Spring)

HPER-H 511 Advanced Emergency Care (3 cr.) Skills required to render advanced first aid and emergency care in various accident and disaster situations. Procedures for personal and family survival in natural or human disasters. Interested students may qualify for instructor certification. (Summer II)

HPER-H 518 Alcohol and Drug Education (3 cr.)

Alcohol and drug abuse in American society are probed in a comprehensive yet practical manner. Physiological, psychological, sociological, theological, and legal dimensions of the issue are explored through lectures, group discussions, guest speakers, and audiovisual presentation. Discusses principles of teaching and counseling in drug education programs. (Summer I)

HPER-H 617 Seminar in Health Education (1-3 cr.)

Contemporary topics in the area of health education are studied under the direction of faculty members with specialized areas of expertise. Specific topics vary and may be repeated for credit. IUN offers the following topics: alcohol education and drug use, first aid, medical self-help, disaster preparedness, and health science experiments. (Summer I)

HPER-P 211 Introduction to Sport Management

(3 cr.) An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management. (Occasionally)

HPER-P 290 Movement Experiences for Preschool and Elementary School Children (2 cr.)

Covers potential outcomes of preschool and elementary school motor development programs, how to implement such programs, and appropriate movement experiences for young children. Allows observation and teaching of young children in a structured gymnasium setting. (Spring, Summer II)

HPER-P 333 Sport in America: Historical Perspectives (3 cr.) Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; examination of sport as a reflection of American culture from the founding of the colonies to the present. (Occasionally)

HPER-P 392 Sport in American Society (3 cr.) An introduction to sport sociology, in which students critically examine American sport from a social context and analyze the interrelationship between sport and American culture. Lectures, discussions, videos, guest speakers, and investigative analyses. (Occasionally)

HPER-P 418 Sport Marketing (3 cr.) Examination of the elements of the marketing mix as they pertain to the sport enterprise. Also includes the coverage of decision making and planning from the sport manager's perspective and the impact of corporate sponsorship on the delivery of sport. (Occasionally)

INFO-I 101 Introduction to Informatics (4 cr.)

P: Computer literacy. Emphasis on topics in human-computer interaction and human factors, collaborative technologies, group problem solving, ethics, privacy, and ownership of information and information sources, information representation, and the information life cycle. (Fall, Spring)

INFO-I 201 Mathematical Foundations of Informatics

(4 cr.) An introduction to the suite of mathematical and logical tools used in information sciences, including finite mathematics, automata and computability theory, elementary probability, and statistics and basics of classical information theory. (Spring)

INFO-I 202 Social Informatics (3 cr.)

P: INFO I101 Introduces the social and behavioral foundations of informatics. Theoretical approaches to how technology is used from psychological and sociotechnical perspectives. Examples of how current and emerging technologies such as games, e-mail, and electronic commerce are affecting daily lives, social relations, work, and leisure time. (Spring)

INFO-I 210 Information Infrastructure I (4 cr.)

P: INFO I101 The software architecture of information systems. Basic concepts of systems and applications programming. Credit cannot be given for both INFO-I 210 and CSCI-C 201 or CSCI-A 201 except by permission. (Fall)

INFO-I 211 Information Infrastructure II (4 cr.)

P: INFO-I 210 The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems. Credit cannot be given for both INFO-I 211 and CSCI-C 307 or CSCI-A 302 except by permission. (Spring)

INFO-I 300 Human-Computer Interaction (3 cr.)

P: INFO-I 211 The analysis of human factors and the design of computer application interfaces. A survey of current best practice with an eye toward what future technologies will allow. (Spring)

INFO-I 303 Organizational Informatics (3 cr.)

P: INFO-I 101 Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics, functional areas and business processes, information-based products and services, the use of and redefining

role of information technology, the changing character of work life and organizational practices, sociotechnical structures and the rise and transformation of information-based industries.

INFO-I 308 Information Representation (3 cr.) P: INFO-I 201 and INFO-I 210. The basic structure of information representation in social and scientific applications. Representational structures and approaches from many disciplines are introduced; philosophical theories of classification and categorization; information access and representation on the World Wide Web; object-oriented design and relational databases; AI knowledge representation and discovery. (Spring)

INFO-I 310 Multimedia Arts and Technology (3 cr.)
P: INFO-I 308

The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice. (Fall)

INFO-I 320 Distributed Systems and Collaborative Computing (3 cr.) P: INFO-I 211 An introductory treatment of distributed systems and programming. Topics range from the distributed and object models of computation to advanced concepts, such as remote method invocations, object brokers, object services, open systems, and future trends for distributed information systems. (Once a year)

INFO-I 400 Topics in Informatics (1-6 cr.) P: Junior standing and permission of the instructor. Content will vary with topic. Topics will include current trends in Informatics, Bioinformatics, and Health Informatics (Fall, Spring and Summer)

INFO-I 402 Informatics Project Management (3 cr.)

P: CSCI-C 330 or equivalent.

This course will focus on project management in an informatics setting. Students will become conversant in the tools and techniques of project management, such as project selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates, earned value management, motivation theory, and team building (Fall)

INFO-I 420 Internship in Informatics Professional Practice (3-6 cr.) P: Approval of informatics director and completion of 100 and 200 level requirements in informatics. Students gain professional work experience in an industry or research organization setting, using skills and knowledge acquired in informatics course work. (Fall, Spring)

INFO-I 421 Applications of Data Mining (3 cr.) P: CSCI-C 150 This course explores the use of data mining techniques in different settings, including business and scientific domains. The emphasis will be on using techniques, instead of developing new techniques or algorithms. Students will select, prepare, visualize, analyze, and present data that leads to the discovery of novel and usable information. (Alternate years)

INFO-I 491 Capstone Project Internship I (1-6 cr.)

P: Junior standing and permission of instructor.

Students put their informatics education to practice through the development of a substantial project

while working in a professional information technology environment (Fall, Spring and Summer)

INFO-I 492 Senior Thesis I (3 cr.) P: Senior standing and approval of the informatics director. The senior student prepares and presents a thesis: a substantial, typically multichapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

INFO-I 493 Senior Thesis II (3 cr.) P: Senior standing and approval of the informatics director. The senior student prepares and presents a thesis: a substantial typically multichapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member. (Spring)

INFO-I 494 Design and Development of an Information System I (3 cr.) P: Senior standing and approval of the

informatics director. System design and development present both technical and managerial problems with which students will be familiar from their undergraduate course work. This course puts these lessons into practice as students work in teams to develop an information system. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a stimulated environment (virtual presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality). (Fall)

INFO-I 495 Design and Development of an Information System II (3 cr.) P: Senior standing and approval of the

informatics director. System design and development present both technical and managerial problems with which students will be familiar from their undergraduate course work. This course puts these lessons into practice as students work in teams to develop an information system. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality). (Spring)

INFO-N 215 Online Document Development (3 cr.)

P: CSCI-A 106 or CSCI-C 106 Study of the creation, publication and management of documents, images, and other media types on the Web. Topics include Web publishing, asset preparation, document types, contemporary content management systems and their use in the organization. Hands-on experience with contemporary systems for content management. (Fall, Spring and Summer)

ITAL-M 100 Elementary Italian I (4 cr.)

Introduction to contemporary Italian language, geography, and culture. Involves a broad variety of assignments and activities that develop grammatical competency and proficiency in listening, speaking, reading and writing. Cultural topics and simple cultural comparisons are introduced.

ITAL-M 150 Elementary Italian II (4 cr.) P: M100

Continued introduction to contemporary Italian language, geography, and culture. Involves a broad variety of

assignments and activities that build grammatical competency and proficiency in listening, speaking, reading and writing. Practice with new cultural topics and basic cultural analysis.

ITAL-M 200 Intermediate Italian I (3 cr.) P: M150 or equivalent

Building on Elementary Italian I-II, students further study and practice fundamental concepts and structures in Italian grammar. Through a variety of assignments and activities, they strengthen proficiency in listening, speaking, reading, writing, cultural analysis and understanding. Includes an introduction to brief literary texts.

ITAL-M 250 Intermediate Italian II (3 cr.) P: M200 or equivalent

The study of more complex concepts and structures in Italian grammar. Through a variety of texts, media, and assignments, students practice listening, speaking, reading, writing, and they analyze cultural topics and situations in greater depth. Increased attention to short literary texts.

JOUR-C 327 Writing for Publication (3 cr.) A workshop for nonmajors to improve writing skills and learn basic requirements of writing for publication. Instruction in market analysis and interpreting specific editorial requirements, in gathering and researching background materials, and in preparing manuscripts. Examination of various types and styles of published writing. Will not count toward journalism major. (Occasionally)

JOUR-J 200 Writing for Mass Media (3 cr.) P: Typing ability of 35 words per minute and ENG W131, or its equivalent. Small working seminar relating communication theory to practice in journalistic writing. Emphasis on narration, exposition, description, and argumentation. Development of skills in conceptualization, organization, gathering evidence, and effective presentation of articles for publication in various mass media. (Occasionally)

LIBR-S 401 Computer-Based Information Tools (3 cr.)

Graded S /F. This skills-based course introduces basic applications that will be used throughout the student's course work and beyond. Students' experiences in this course should be seen as a basis for further skill development and learning throughout their careers. The course covers computing platforms, access tools, and management tools. Demonstration of skills will be a mastery test or an assignment in each unit of the course. L401 does not count toward graduate degree requirements.

LIBR-S 501 Information Sources and Services (3 cr.)

P: LIBR S401 This course introduces students to the basic information sources and services among different types of libraries and information centers, including academic, public, special, and school media.

LIBR-S 502 Collection Development and Management (3 cr.)

Theoretical and pragmatic aspects of the selection, evaluation, and management of collections in all types of libraries. Acquisitions, publishers and publishing, policy making, and intellectual freedom and censorship are also covered.

LIBR-S 504 Bibliographic Access and Control (3 cr.)

P: LIBR S401 Historical development and principles essential to the understanding of the conceptual foundations of providing bibliographic access and control of materials and information. Discussion and examples in the application of AACR2r will be presented to illustrate and reflect current practice. Emphasis is on monographic publications.

LIBR-S 551 Management of Libraries and Information Centers (3 cr.)

P: LIBR S401 Management and administration of all types of libraries. Covers basics of organizational structure, planning, budget management, human resources issues and skills, and an understanding of the manager in the context of the organization.

LIBR-S 554 Library Automation (3 cr.)

P: LIBR S401 Principles for the design, selection, implementation, and management of automated systems of all types in libraries, including systems for technical services processing, reference and user services, and management. Focus is on present and future applications of technology in libraries, their technical features, and their implications for library services and management. When possible, some practical experience with a particular application will be provided.

LIBR-S 571 Library Materials for Children and Young Adults (3 cr.)

P: LIBR S401 Evaluation and use of books, magazines, recordings, films, radio and television broadcasts, and other sources of information and recreation.

LIBR-S 574 The School Media Specialist (3 cr.)

P: LIBR S524 LIBR S533 The School Media Specialist (3 cr.) P or concurrent: L524 and L533, or consent of instructor. Establishes the professional teaching and administrative role of the certified school library media specialist in K-12 settings. Situations are examined that pertain specifically to policy development, budgeting, collection development, instructional design, support staff training, facility design, district supervision, and information networking within the modern school corporation. Students make site visits to leading school information centers, conferences, and media fairs.

LIBR-S 671 The School Media Specialist (3 cr.)

P: LIBR S524, LIBR S524, or consent of instructor. Establishes the professional teaching and administrative role of the certified school library media specialist in K-12 settings. Situations are examined that pertain specifically to policy development, budgeting, collection development, instructional design, support staff training, facility design, district supervision, and information networking within the modern school corporation. Students make site visits to leading school information centers, conferences, and media fairs.

LIBS-D 501 Humanities Seminar (3 cr.)

An interdisciplinary graduate seminar in the humanities. Topics vary from semester to semester. May be repeated twice for credit.

LIBS-D 502 Social Science Seminar (3 cr.)

An interdisciplinary graduate seminar in the social sciences. Topics Vary from semester to semester. May be repeated twice for credit.

LIBS-D 503 Science Seminar (3 cr.) An interdisciplinary graduate seminar in the sciences. Topics Vary from semester to semester. May be repeated twice for credit.

LIBS-D 510 Introduction to Graduate Liberal Studies (3 cr.) A comprehensive introduction to graduate liberal studies. Explores the cultures of the humanities, social sciences, and sciences. Investigates interdisciplinary methodologies. Offers strategies for graduate-level reading, research, and writing for other publics.

LIBS-D 511 M.L.S. Humanities Elective (3 cr.)

P: LIBS D510 An M.L.S. graduate elective course in the humanities. Topics vary. May be repeated for credit.

LIBS-D 512 M.L.S. Social Science Elective (3 cr.)

P: LIBS D510 An M.L.S. graduate elective course in the social sciences. Topics vary. May be repeated for credit.

LIBS-D 513 M.L.S. Science Elective (3 cr.) P: LIBS

D510 An M.L.S. graduate elective course in the sciences. Topics vary. May be repeated for credit.

LIBS-D 514 Graduate Liberal Overseas Study (3-6 cr.)

P: LIBS D510 This course will enable M.L.S. students to participate in overseas studies. In some cases there may be a language prerequisite.

LIBS-D 594 Liberal Studies Directed Readings (1-3 cr.)

P: LIBS D501, LIBS D502, LIBS D503 and prior consent of instructor. Independent study involving systematic schedule of readings sponsored and supervised by a faculty member. May be repeated up to a maximum 6 credit hours.

LIBS-D 596 Liberal Studies Independent Research (1-3 cr.) P: LIBS D501, LIBS D502, LIBS D503 and prior

consent of instructor. An independent research project formulated and conducted in consultation with a faculty member and culminating in a final analytical paper. May be repeated up to a maximum of 6 credit hours.

LIBS-D 600 Public Intellectual Practicum. (3 cr.)

P: Completion of all M.L.S. course work. A capstone seminar for the M.L.S. public intellectual option. Students will study the history of public intellectuals, explore the variety of ways in which public intellectuals carry out their work, and create a portfolio of their own public intellectual work.

LIBS-D 601 M.L.S. Project Proposal Seminar (3 cr.)

P: Approval of director. A capstone seminar for the independent research /creative activity option in which students choose a topic or creative activity for their project, complete the initial research to determine its feasibility, write a formal proposal with an extensive bibliography identifying sources and/or resources necessary to complete the project, and defend it before a faculty committee.

LIBS-D 602 Graduate Project (3-6 cr.) P: LIBS D601.

Independent project work conducted in consultation with a faculty director.

LING-L 103 Introduction to the Study of Language (3 cr.) P: Sophomore standing. Linguistics as a body

of information; nature and function of language; relevance of linguistics to other disciplines, with reference to modern American English and principal European languages. (Occasionally)

LING-L 210 Topics in Language and Society (3 cr.)

The study of topics related to the role of language as a social phenomenon. May be repeated once for credit with a different topic. (Occasionally)

LING-L 315 Introduction to Sociolinguistics (3 cr.)

Examines the relationships between language and society. Issues include the nature of sociolinguistics; the importance of age, sex, socioeconomic status; language ideologies; why people use different dialects/languages in different situations; bilingualism and multilingualism; language choice, language attitudes, and language endangerment; the relevance of sociolinguistics to general linguistic theory. (Occasionally)

LSTU-L 100 Survey of Unions and Collective Bargaining (3 cr.) A survey of labor unions in the

United States, focusing on their organization and their representational, economic, and political activities. Includes coverage of historical development, labor law basics, and contemporary issues. (Core Course)

LSTU-L 101 American Labor History (3 cr.) A survey

of the origin and development of unions and the labor movement from colonial times to the present. The struggle of working people to achieve dignity and security is examined from social, economic, and political perspectives. (Core Course)

LSTU-L 104 Labor History (3 cr.) This course serves

as an orientation for the study of labor history. It explores both critical and historical methodologies based on primary and secondary sources, biases, and interpretations. Discussion focus on selective questions and events.

LSTU-L 110 Introduction to Labor Studies (1 cr.) An

introduction to the changing role of labor in society. The course will emphasize a comparative approach to issues confronting labor organizations. (Core Course)

LSTU-L 190 The Labor Studies Degree (1 cr.) Required

for all labor studies majors. An introduction to the degree and preparation of plan of study.

LSTU-L 199 Portfolio Development Workshop (1 cr.)

Emphasis on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for self-acquired competency (SAC) credit. Applies only as elective credit to labor studies degrees.

LSTU-L 200 Survey of Employment Law (3 cr.) Statutes

and common law actions protecting income, working conditions, and rights of workers. Topics include workers' compensation, unemployment compensation, fair labor standards, social security, retirement income protection, privacy, and other rights. (Core Course)

LSTU-L 201 Labor Law (3 cr.) A survey of the law

governing labor-management relations. Topics include the legal framework of collective bargaining; problems in the administration and enforcement of agreements; protection of individual rights to representation. (Core Course)

LSTU-L 203 Labor and the Political System (3 cr.)

Federal, state, and local governmental effects on workers, unions, and labor-management relations; political goals; influences on union choices of strategies and modes of

political participation, past and present; relationships with community and other groups. (Core Course)

LSTU-L 205 Contemporary Labor Problems (3 cr.) This course examines some of the major problems confronting society, workers, and the labor movement. Topics may include automation, unemployment, international trade, environmental problems, minority and women's rights, community relations, and changing government policies.

LSTU-L 210 Workplace Discrimination and Fair Employment (3 cr.) Examines policies and practices that contribute to workplace discrimination and those designed to eliminate discrimination. Explores effects of job discrimination and occupational segregation. Analyzes Title VII, ADA, and related topics in relation to broader strategies for addressing discrimination. (Core Course)

LSTU-L 220 Grievance Representation (3 cr.) Union representation in the workplace. The use of grievance procedures to address problems and administer the collective bargaining agreement. Identification, research, presentation, and writing of grievance cases. Analysis of relevant labor law and the logic applied by arbitrators to grievance decisions. (Core Course)

LSTU-L 230 Labor and the Economy (3 cr.) Analysis of the political economy of labor and the role of organized labor within it. Emphasis on the effect of unemployment on workers, unions, and collective bargaining; investment policy and changes in technology and corporate structure. Patterns of union political and bargaining responses. (Core Course)

LSTU-L 231 Globalization and Labor (3 cr.) This course explores the globalization of trade, production, and migration and the effects of these processes on American workers. Through reading, discussion, and problem formation, students will critically think about the ways global processes and policies impact American workers' daily lives, analyze existing historical and current justifications for offshore production and the dismantling of barriers to trade and investment, and explore alternatives to these policies.

LSTU-L 240 Occupational Health and Safety (3 cr.) Elements and issues of occupational health and safety. Emphasis is on the union's role in the implementation of workplace health-and-safety programs, worker and union rights, hazard recognition techniques, and negotiated and statutory remedies—in particular, the Occupational Safety and Health Act of 1970. (Core Course)

LSTU-L 250 Collective Bargaining (3 cr.) The development and organization of collective bargaining in the United States, including union preparation for negotiations, bargaining patterns and practices, strategies and tactics, economic and legal considerations. (Core Course)

LSTU-L 251 Collective Bargaining Laboratory (1-3 cr.) Designed to provide collective bargaining simulations and other participatory experiences in conjunction with L250. Student must be currently enrolled or have taken L250. (Core Course)

LSTU-L 255 Unions in State and Local Government (3 cr.) Union organization and representation of state and municipal government employees, including patterns

in union structure, collective bargaining, grievance representation, and applicable law. (Core Course)

LSTU-L 260 Leadership and Representation (3 cr.) Organizational leadership issues for union, community, and other advocate organizations. Analyzes leadership styles, membership recruitment, and leadership development. Examines the role of leaders in internal governance and external affairs including committee building, delegation, negotiations, and coalition building. (Core Course)

LSTU-L 270 Union Government and Organization (3 cr.) An analysis of the growth, composition, structure, behavior, and government processes of U.S. labor organizations, from the local to the national federation level. Consideration is given to the influence on unions of industrial and political environments, to organizational behavior in different types of unions, and to problems in union democracy. (Core Course)

LSTU-L 280 Union Organizing (3 cr.) Explores various approaches and problems in private and public sector organizing. Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments, to committee building and leadership development.

LSTU-L 285 Assessment Project (1 cr.) Capstone experience for associate degree students. (Core Course)

LSTU-L 290 Topics in Labor Studies (1-3 cr.) This is a course number under which a variety of topics can be addressed in classroom-based programs on the campuses. Courses may focus on contemporary or special areas of labor studies, such as "Balancing Work and Family;" others are directed toward specific categories of employees and labor organizations. Inquire at the Labor Studies Program office on the appropriate campus. (Counts as Women's and Gender Studies credit when topic is women.) Can be repeated.

LSTU-L 299 Self-Acquired Competency in Labor Studies (1-15 cr.)

LSTU-L 314 Ethical Dilemmas in the Workplace (3 cr.) The course explores the fundamental basics for ethical decision making in a workplace, both unionized and nonunionized. We will discuss specific considerations for making moral judgments within the work environment and explore the basis upon which those decisions are made.

LSTU-L 315 The Organization of Work (3 cr.) Examines how work is organized and jobs are evaluated, measured, and controlled. Explores social and technical elements of work through theories of scientific management, the human relations school of management, and contemporary labor process literature.

LSTU-L 320 Grievance Arbitration (3 cr.) The legal and practical context of grievance arbitration, its limitations and advantages in resolving workplace problems. Varieties of arbitration clauses and the status of awards. Participants analyze, research, prepare, and present cases in mock arbitration hearings. (Recommended only after L220 or with permission of instructor.)

LSTU-L 330 Global Comparisons: Labor Relations Examples from Three Continents (3 cr.) This course

uses a political economy framework to explore and compare countries' systems of labor relations, drawing from at least three continents. It analyzes the diverse approaches to the structure of twenty-first century labor law and social policy. It focuses on the role of organized labor in the global economy, patterns of breakdown in the enforcement of labor and employment law, and union and nonunion political and bargaining responses.

LSTU-L 331 Global Problems, Local Solutions (3 cr.)

This course addresses local manifestations of global problems confronting society, workers, and the labor movement. Students will cooperatively analyze issues, propose potential solutions, and engage in activities or practices that address globally driven local issues. Students will identify governmental, non-governmental, and charitable organizations that aid in ameliorating local problems. As a final project, students will design collaborative solutions based on our contemporary global situation in which work is characterized by flexibility, insecurity, and geographic mobility.

LSTU-L 350 Issues in Collective Bargaining (3 cr.)

Readings and discussion of selected problems. Research paper usually required.

LSTU-L 360 Union Administration and Development (1-3 cr.)

Practical and theoretical perspectives on strategic planning, budgeting, and organizational decision making. Addresses needs and problems of union leaders by studying organizational change, staff development, and cohesiveness within a diverse workforce. May be repeated for up to 3 credit hours with department approval.

LSTU-L 370 Labor and Religion (3 cr.) This course has primarily an historical focus. It looks at the relationship between religion and the labor movement as it developed in the United States over the course of the 19th and 20th centuries. It attempts to uncover the tradition in which workers of faith have connected their religious values to their more secular concerns for social justice.

LSTU-L 380 Theories of the Labor Movement (3 cr.)

Perspectives on the origin, development, and goals of organized labor. Theories include those that view the labor movement as a business union institution; an agent for social reform; a revolutionary force; a psychological reaction to industrialization; a moral force; and an unnecessary intrusion.

LSTU-L 385 Class, Race, Gender, and Work (3 cr.)

Historical overview of the impact and interplay of class, race, and gender on shaping U.S. labor markets, organizations, and policies. Examines union responses and strategies for addressing class, race, and gender issues.

LSTU-L 390 Topics in Labor Studies (3 cr.) This is a variable-title course. L390 can be repeated for credit with different subjects. Some courses focus on contemporary or special areas of labor studies. Others are directed toward specific categories of employees and labor organizations.

LSTU-L 410 Comparative Labor Movements (3 cr.)

Labor movements and labor relations in industrial societies from historical, analytical, and comparative perspectives. Emphasis on interaction between unions and political organizations, national labor policies, the

resolution of workplace problems, the organization of white collar employees, and the issues of workers' control and codetermination.

LSTU-L 420 Labor Studies Internship (1-6 cr.)

Application of knowledge gained in the classroom in fieldwork experience.

LSTU-L 430 Labor Research Methods (3 cr.)

Study of research design, methods, techniques, and procedures applicable to research problems in labor studies.

LSTU-L 480 Senior Seminar of Readings (3 cr.)

Designed as either a classroom seminar or directed reading. This course addresses current issues, historical developments, and other labor-related concerns. Topics vary each semester.

LSTU-L 490 Advanced Topics in Labor Studies (1-3 cr.)

LSTU-L 495 directed Labor Study (1-6 cr.) By arrangement. An advanced course to suit the special and varied needs and interests of individual students. Arrangements with the faculty member might include reading and directed application of prior course work, tutorials, or internships. Competencies assessed through written papers, projects, or reports. Repeatable to a maximum of 6 credit hours.

LSTU-L 499 Self-Acquired Competency in Labor Studies (1-15 cr.)

MATH-A 100 Fundamentals of Algebra (4 cr.)

P: Level MA102 on Placement Exam. Designed to provide algebraic skills needed for future mathematics courses. Integers, rational and real numbers, exponents, decimals, polynomials, equations, word problems, factoring, roots and radicals, quadratic equations, graphing, linear equations in more than one variable, and inequalities. Does not satisfy the College of Arts and Sciences distribution requirements nor general education mathematical reasoning requirement. (Fall, Spring, Summer)

MATH-K 200 Statistics for Teachers (3 cr.)

P: Level MA103 on Placement Exam or at least a C in MATH-A 100. The course serves as an introduction to statistical tools and spreadsheets or statistical packages used in everyday teaching practice. The emphasis is on understanding real-life applications of graphs of data, measures of central tendency, variation, probability, normal distributions, confidence intervals, hypothesis testing, and sampling. (Fall, Spring)

MATH-K 300 Statistical Techniques (3 cr.)

P: at least a C in MATH-M 117 or equivalent. MATH-M 118 An introduction to statistics. Nature of statistical data. Ordering and manipulation of data. Measures of central tendency and dispersion. Elementary probability. Concepts of statistical inference and decision, estimation, and hypothesis testing. Special topics discussed may include regression and correlation, analysis of variance, nonparametric methods. (Occasionally)

MATH-M 015 Arithmetic with Algebra (0 cr.)

Integers, proportional reasoning, measurement systems, exponents, solving linear inequalities, polynomial operations, geometric concepts, rational numbers, ratios and percent, algebraic expressions, solving and

writing linear equations, literal equations, graphs of linear equations, applications. Does not satisfy the College of Arts and Sciences distribution requirements nor general education mathematical reasoning requirement. (Fall, Spring)

MATH-M 100 Basic Mathematics (4 cr.) P: Level MA103 on Placement Exam, or at least a C in MATH-A 100. Topics in algebra, geometry, graphing, probability, statistics, and consumer mathematics. Emphasis on problem solving and constructing mathematical models. This course is designed for allied health students and liberal arts students who plan to take no additional mathematics courses. Does not count toward a major in mathematics. (Fall, Spring, Summer I, Summer II)

MATH-M 110 Excursions into Mathematics (3 cr.) P: Level MA103 on Placement Exam, or at least a C in MATH-A 100. A course designed to convey the flavor and spirit of mathematics, stressing reasoning and comprehension rather than technique. Not preparatory to other courses; explores the theory of games and related topics that may include the mathematics of politics and elections. This course does not count toward a major in mathematics. (Occasionally)

MATH-M 117 Intermediate Algebra (3 cr.) P: Level MA103 on Placement Exam or MATH-A 100. Designed to introduce nonlinear models and their applications, advanced linear systems, and function foundations. Does not satisfy the College of Arts and Sciences distribution requirements nor general education mathematical reasoning requirement. (Fall, Spring, Summer)

MATH-M 118 Finite Mathematics (3 cr.) P: Level MA104 on Placement Exam, or at least a C in MATH-M 117. Set theory, linear systems, matrices, probability, linear programming, Markov chains. Applications to problems from business and the social sciences. (Fall, Spring, Summer I, Summer II)

MATH-M 119 Brief Survey of Calculus (3 cr.) P: Level MA014 on Placement Exam or at least a C in MATH M117. Introduction to calculus. Primarily for students in business and the social sciences. A student cannot receive credit for both MATH-M 119 and MATH-M 215. (Fall, Spring, Summer I, Summer II)

MATH-M 125 Precalculus Mathematics (3 cr.) P: Level MA104 on the Placement Exam or at least a C in MATH-M 117. Designed to prepare students for calculus (MATH-M 215). Algebraic operations, polynomial, rational exponential, and logarithmic functions and their graphs, conic sections, linear systems of equations. Does not satisfy the arts and sciences distributional requirements. (Fall, Spring, Summer II)

MATH-M 126 Trigonometric Functions (2-3 cr.) P: Level MA104 on Placement Exam, or at least a C in MATH-M 117. MATH M125 or equivalent. In-depth study of trigonometric functions, definitions, unit circle, graphs, inverse functions, identities, trigonometric equations and applications. This course, together with MATH-M 125 is designed to prepare students for calculus (MATH-M 215). (Occasionally)

MATH-M 127 Pre-calculus with Trigonometry (5 cr.) P: Level MA104 on Placement Exam, or at least a C in MATH-M 117.

This course is designed to prepare students for calculus (M 215). Subject matter includes polynomial, rational, root, exponential, logarithmic, and trigonometric functions and their applications. (Fall, Spring, Summer)

MATH-M 215 Analytic Geometry and Calculus I (5 cr.) P: Level MA105 on Placement Exam or MATH-M 125 and MATH-M 126 or MATH-M 127. Differential calculus of functions of one variable, with applications. Functions, graphs, limits, continuity, derivatives of trigonometric, exponential and logarithmic functions, tangent lines, optimization problems, curve sketching, L'Hopital's Rule, definite integral, the Fundamental Theorem of Calculus. A student cannot receive credit for both MATH-M 119 and MATH-M 215. (Fall, Spring, Summer I)

MATH-M 216 Analytic Geometry and Calculus II (5 cr.) P: M215 Integral calculus of functions of one variable. Antiderivatives, definite integrals, techniques of integration, areas, volumes, surface areas, arc length, parametric functions, polar coordinates, limits of sequences, convergence of infinite series, Taylor polynomials, power series, and applications. (Fall, Spring)

MATH-M 295 Readings and Research (1-3 cr.) Supervised problem solving. Admission only with permission of a member of the mathematics faculty, who will act as supervisor. (Occasionally)

MATH-M 301 Applied Linear Algebra (3 cr.) P: MATH-M 216 or consent of instructor. Emphasis on applications: systems of linear equations, vector spaces, linear transformations, matrices, simplex method in linear programming. Computer used for applications. Credit not given for both MATH-M 301 and MATH-M 303. (2-year cycle, see department for details)

MATH-M 311 Calculus III (4 cr.) P: MATH-M 216. Elementary geometry of 2, 3, and n-space; functions of several variables; partial differentiation; minimum and maximum problems; multiple integration. (Fall)

MATH-M 312 Calculus IV (3 cr.) P: MATH-M 311. Differential calculus of vector-valued functions, transformation of coordinates, change of variables in multiple integrals. Vector integral calculus: line integrals, Green's theorem, surface integrals, Stokes' theorem. Applications. (Occasionally)

MATH-M 320 Theory of Interest (3 cr.) P: MATH-M 216. Measurement of interest: accumulation and discount, equations of value, annuities, perpetuities, amortization and sinking funds, yield rates, bonds and other securities, installment loans, depreciation, depletion, and capitalized cost. This course covers topics corresponding to the society of Actuaries' Exam FM. (2-year cycle, see department for details)

MATH-M 325 Problem-solving Seminar in Actuarial Science (3 cr.) P: Consent of instructor. A problem-solving seminar to prepare students for the actuarial exams. May be repeated up to three times for credit. (2-year cycle, see department for details)

MATH-M 343 Introduction to Differential Equations with Applications I (3 cr.) P: MATH-M 216. Derivation of equations of mathematical physics, biology, etc. Ordinary differential equations and methods for their solution, especially series methods. Simple vector field theory.

Theory of series, Fourier series, applications to partial differential equations. Integration theorems, Laplace and Fourier transforms, applications. A student may not receive credit for both MATH-M 313 and MATH-M 343. (2-year cycle, see department for details)

MATH-M 360 Elements of Probability (3 cr.) P: MATH-M 216 and MATH-M 311, which may be taken concurrently. MATH-M 118. The study of probability models that involve one or more random variables. Topics include conditional probability and independence, gambler's ruin and other problems involving repeated Bernoulli trials, discrete and continuous probability distributions, moment generating functions, probability distributions for several random variables, some basic sampling distributions of mathematical statistics, and the central limit theorem. Course topics match portions of Exam for Course 1 of the Society of Actuaries. Credit not given for both MATH-M 360 and MATH-M 365. (2-year cycle, see department for details)

MATH-M 366 Elements of Statistical Inference (3 cr.) P: MATH-M 360. ECON-E 270. An introduction to statistical estimation and hypothesis testing. Topics include the maximum likelihood method of estimation and the method of moments, the Rao-Cramer bound, large sample confidence intervals, type I and type II errors in hypothesis testing, likelihood ratio tests, goodness of fit tests, linear models, and the method of least squares. This course covers portions of Actuarial Exam C. (2-year cycle, see department for details)

MATH-M 371 Elementary Computational Methods (3 cr.) P: CSCI-C 201, or equivalent or consent of instructor. MATH-M 215, MATH-M 216. Interpolation and approximation of functions, solution of equations, numerical integration and differentiation. Errors, convergence, and stability of the procedures. Students write and use programs applying numerical methods. (Occasionally)

MATH-M 391 Foundations of the Number Systems (3 cr.) P: MATH-M 216. Sets, functions and relations, groups, real and complex numbers. Bridges the gap between elementary and advanced courses. Recommended for students with insufficient background for 400-level courses, for M.A.T. candidates, and for students in education. Not open to students who have received credit for MATH M403 or MATH M413. Credit given only for one of MATH-M 391, MATH-M 393. (2-year cycle, see department for details)

MATH-M 393 Bridge to Abstract Mathematics (3 cr.) P: MATH-M 216 or consent of instructor. Preparation for 400-level math courses. Teaches structures and strategies of proofs in a variety of mathematical settings: logic, sets, combinatorics, relations and functions, and abstract algebra. Credit given only for one of MATH-M 391, MATH-M 393. (2-year cycle, see department for details)

MATH-M 403 Introduction to Modern Algebra I (3 cr.) P: MATH-M 301 or MATH-M 307. Study of groups, rings, fields (usually including Galois theory), with applications to linear transformations. (2-year cycle, see department for details)

MATH-M 405 Number Theory (3 cr.) P: MATH-M 216. Numbers and their representation, divisibility and factorization, primes and their distribution, number

theoretic functions, congruences, primitive roots, diophantine equations, quadratic residues, sums of squares, number theory and analysis, algebraic numbers, irrational and transcendental numbers. (Occasionally)

MATH-M 406 Topics in Mathematics (3 cr.) Selected topics in various areas of mathematics that are not covered by the standard courses. May be repeated for credit. (Occasionally)

MATH-M 413 Introduction to Analysis I (3 cr.) P: MATH-M 301 or MATH-M 303, and MATH-M 311, or consent of instructor. Modern theory of real number system, limits, functions, sequences and series, Riemann-Stieltjes integral, and special topics. (2-year cycle, see department for details)

MATH-M 420 Metric Space Topology (3 cr.) P: MATH-M 301 or MATH-M 303. Topology of Euclidean and metric spaces. Limits and continuity. Topological properties of metric spaces, including separation properties, connectedness, and compactness. Complete metric spaces. Elementary general topology. (Occasionally)

MATH-M 425 Graph (Network) Theory and Combinatorial Theory (3 cr.) P: MATH-M 301 or MATH-M 303. Graph theory: basic concepts, connectivity, planarity, coloring theorems, matroid theory, network programming, and selected topics. Combinatorial theory: generating functions, incidence matrices, block designs, perfect difference sets, selection theorems, enumeration, and other selected topics. (Occasionally)

MATH-M 436 Introduction to Geometries (3 cr.) P: MATH-M 391 or its equivalent. Non-Euclidean geometry, axiom systems. Plane projective geometry, Desarguesian planes, perspectivities coordinates in the real projective plane. The group of projective transformations and subgeometries corresponding to subgroups. Models for geometries. Circular transformations. (Occasionally)

MATH-M 447 Mathematical Models and Applications I (3 cr.) P: MATH-M 311 and MATH-M 360, or consent of instructor. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. (2-year cycle, see department for details)

MATH-M 448 Mathematical Models and Applications II (3 cr.) P: MATH-M 311 and MATH-M 360, or consent of instructor. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. (2-year cycle, see department for details)

MATH-M 451 The Mathematics of Finance (3 cr.) P: MATH-M 311 and MATH-M 366, R: Math-M 343. Course covers probability theory, Brownian motion, Ito's Lemma, stochastic differential equations, and dynamic hedging. These topics are applied to the Black-Scholes formula, the pricing of financial derivatives, and the term theory of interest rates. (Occasionally)

MATH-M 463 Introduction to Probability Theory (3 cr.) P: MATH-M 301 or MATH-M 303, and MATH-M 311,

or consent of instructor. Idealized random experiments, conditional probability, independence, compound experiments. Univariate distributions, countable additivity, discrete and continuous distributions, Lebesgue-Stieltjes integral (heuristic treatment), moments, multivariate distribution. Generating functions, limit theorems, normal distribution. (Occasionally)

MATH-M 469 Applied Statistical Techniques (3 cr.)

P: MATH-M 366. Linear regression, multiple regression, applications to credibility theory, time series and ARIMA models, estimation, fitting, and forecasting. This course covers the Applied Statistics portion of the actuarial VEE requirements and portions of Exam C. (2-year cycle, see department for details)

MATH-M 477 Mathematics of Operations Research (3 cr.)

P: MATH-M 301 or MATH-M 303, MATH-M 311, MATH-M 360. Introduction to the methods of operations research. Linear programming, dynamic programming, integer programming, network problems, queuing theory, scheduling, decision analysis, simulation. (2-year cycle, see department for details)

MATH-M 483 Historical Development of Modern

Mathematics (3 cr.) P: MATH-M 301, MATH-M 311, and at least 3 additional credit hours in mathematics at the 300 level or above. The development of modern mathematics from 1660 to 1870 will be presented. The emphasis is on the development of calculus and its ramifications and the gradual evolution of mathematical thought from mainly computational to mainly conceptual. (Occasionally)

MATH-M 485 Life Contingencies I (3 cr.)

P: MATH-M 320 and MATH-M 360. Measurement of mortality, life annuities, life insurance, net annual premiums, net level premium reserves, the joint life and last-survivor statuses, and multiple-decrement tables. (2-year cycle, see department for details)

MATH-M 486 Life Contingencies II (3 cr.)

P: MATH-M 485. Population theory, the joint life status, last-survivor and general multilife statuses, contingent functions, compound contingent functions, reversionary annuities, multiple-decrement tables, tables with secondary decrements. (Occasionally)

MATH-M 493 Senior Thesis in Mathematics (3 cr.)

P: At least one 400-level mathematics course. At least one 400-level mathematics course. Student must write and present a paper, relating to 400-level mathematics study, on a topic agreed upon by the student and the department chair or advisor delegated by the chair.

MATH-T 101 Mathematics for Elementary Teachers I

(3 cr.) P: Proficiency in elementary algebra (demonstrated by placement exam or a grade of C or better in MATH-A 100) and proficiency in geometry (one year, high school, C or better). R: Proficiency in intermediate algebra MATH-M 117. Elements of set theory, counting numbers. Operations on counting numbers, integers, rational numbers, and real numbers. Open only to elementary education majors. Does not count toward arts and sciences distribution requirement. (Fall, Spring)

MATH-T 102 Mathematics for Elementary Teachers II

(3 cr.) P: MATH-T 101. Sets, operations, and functions. Prime numbers and elementary number theory. Elementary combinatorics, probability, and statistics. Open

only to elementary education majors. Does not count toward arts and sciences distribution requirement. (Spring, Summer I)

MATH-T 103 Mathematics for Elementary Teachers

III (3 cr.) P: MATH-T 102. Descriptions and properties of basic geometric figures. Rigid motions. Axiomatics. Measurement, analytic geometry, and graphs of functions. Discussion of modern mathematics. Open only to elementary education majors. Does not count toward arts and sciences distribution requirement. (Fall, Summer II)

MATH-T 336 Topics in Euclidean Geometry (3 cr.)

P: MATH-M 391. Axiom systems for the plane; the parallel postulate and non-Euclidean geometry; classical theorems. Geometric transformation theory vectors and analytic geometry; convexity; theory of area and volume. (2-year cycle, see department for details)

MATH-T 490 Topics for Elementary Teachers (3 cr.)

P: MATH-T 103. Development and study of a body of mathematics specifically designed for experienced elementary teachers. Examples may include probability, statistics, geometry, and algebra. Open only to graduate elementary teachers with permission of the instructor. Does not count toward arts and sciences distribution requirement. (Occasionally)

MATH-T 493 Mathematics of Middle and High

School, Advanced Perspective (3 cr.) P: Junior or senior standing in mathematics education or consent of instructor. Team-taught capstone course for mathematics education majors. Mathematics of grades 6-12 and methods of instruction. Topics explored from a college perspective. (Occasionally)

MATH-Y 398 Internship in Professional Practice

(3 cr.) P: Approval of Department of Mathematics. Professional work experience involving significant use of mathematics or statistics. Evaluation of performance by employer and Department of Mathematics. Does not count toward requirements. May be repeated with approval of Department of Mathematics for a total of 6 credits.

MEDN-PBL 610 Step 1 The Molecular Basis of

Medicine (6 cr.) This step deals with basic biochemical principles and molecular biology as they apply to medicine. It includes the basic principles of biochemistry and molecular biology. Specifically, in this step the student will gain a working knowledge of amino acids, proteins, enzymes, thermodynamics, digestion and metabolism of carbohydrates, lipids, protein and amino acids (both catabolic and anabolic pathways), metabolic control, lipoprotein metabolism and lipid transport, nitrogen waste disposal, heme metabolism, purine and pyrimidine metabolism, structure of nucleic acids, replication of DNA, synthesis of RNA and protein, genetic code and genetic control in eucaryotes, recombinant DNA technology, muscle and nerve metabolism, integration of metabolism, vitamins and nutrition, and hormone action. Offered only at the School of Medicine—Northwest Campus. (First-Year Curriculum)

MEDN-PBL 620 Step 2 Human Structure (12 cr.)

Human Structure is an intensive, integrated step combining cell biology, histology, embryology, gross anatomy, and radiology, which is designed to acquaint the medical student with the structures of the human body from gross to subcellular. A combination of small-group, case-based

sessions and supervised laboratory periods are used to teach the step. The clinical cases are designed to stimulate student-directed learning and problem-solving with materials gathered from pathology, surgery, and radiology. The laboratories will offer experience in viewing normal structures from gross dissections to electron micrographs. The emphasis of the step is on gathering a general understanding of the correlation of structure with function and on views of the body possible with various macroscopic and microscopic imaging techniques. Offered only at the School of Medicine— Northwest Campus. (First-Year Curriculum)

MEDN-PBL 631 Step 3 Systemic Function (6 cr.)

This academic unit, nine weeks in length, builds on the molecular and structural knowledge and problem-solving skills the medical students acquire in Steps 1 and 2. Step 3 is a comprehensive analysis of human physiology, organized around the main organ systems of the body. The themes developed over the nine-week period cover physiologic and pharmacologic aspects of cellular phenomena, drug-organ system interactions in the autonomic nervous system, the heart as a pump, the circulatory system, the renal system, the endocrine system, the gastrointestinal system, and integrative regulation of the organ systems. Central to the step is a weekly analysis of medical problems that serves to integrate physiologic and pharmacologic aspects of the organ systems. Scheduled key lectures and laboratories are also used to provide a conceptual physiologic and pharmacologic background to complement the problem-based learning. Offered only at the School of Medicine— Northwest Campus. (First-Year Curriculum)

MEDN-PBL 641 Step 4 Neural Control and Disease (6 cr.)

This step studies the central nervous systems through an integrated, multidisciplinary assimilation of anatomical, physiological, and chemical principles. Emphasis will be on directing students in the acquisition of information that can be successfully applied to the neurological examination and that provides an understanding of the basic mechanisms of neurological disorders. Offered only at the School of Medicine— Northwest Campus. (First-Year Curriculum)

MEDN-PBL 645 Step 5 Medications and Disease (6 cr.)

An intensive and systematic study of the drugs used in diagnosis, prevention, and treatment of human disease in a Problem-based Learning (PBL) format. The core contents are given as comprehensive lectures that include classification of drugs, effects and mechanism of action, disposition, fate, toxicity, uses, drug interactions and contraindications. Through the PBL tutorial sessions, the students engage in cases that involve a multidisciplinary approach and integration of pharmacological principles in treating disease. Offered only at the School of Medicine— Northwest Campus. (First-Year Curriculum)

MEDN-PBL 650 Step 6 Invasion and Defense (11 cr.)

This interdisciplinary course deals with the nature of infectious agents and tumors and the host responses to invasion and injury. Students learn the concepts of general pathology, immunology, microbiology, infectious diseases, and elements of pharmacology through discussion and problem-solving of clinical cases and independent study. Offered only at the School of Medicine— Northwest Campus. (Second- Year Curriculum)

MEDN-PBL 661 Doctor/Patient Relationship (4 cr.) A multidisciplinary course incorporating behavioral sciences, medical ethics, emergency medicine, history- taking, and physical diagnosis for first-year medical students. This course is designed to foster desired primary care physicians' characteristics and emphasizes active learning by utilizing simulated and standardized patients. Offered only at the School of Medicine— Northwest Campus. (First-Year Curriculum)

MEDN-PBL 662 Step 7 Pathophysiology and Advanced Problem-Based Learning (28 cr.) A multidisciplinary course emphasizing etiology, pathophysiology, morphological changes, and evolution of lesions in an open-system approach. Through clinical cases, sophomore medical students identify learning issues in PBL sessions, and in a few lectures key concepts are introduced. Offered only at the School of Medicine— Northwest Campus. (Second-Year Curriculum)

MEDN-X 672 Biostatistics for Medical Students (10 hrs.) (1 cr.) Consideration of statistics and probability, population distribution, statistical inference, and test for significance will be covered. Their relation to regression, clinical trials, and epidemiology will be discussed. Offered only at the School of Medicine— Northwest Campus. (Second-Year Curriculum)

MUS-D 115 Modern Dance I (2 cr.) Modern Dance technique for beginners. This course will emphasize body alignment, movement dynamics, spatial awareness, emotional intensity of various movements and an understanding of kinesthetic concepts. Also, Laban's theory of effort/shape will be studied and applied to movements. (Occasionally)

MUS-J 100 Ballet (2 cr.) Introductory course: open to all students. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Occasionally)

MUS-J 200 Ballet (secondary) (2 cr.) For students wanting to study ballet as a related field but not as a major. Beginners' sections open to all students. Open to intermediate and advanced students with consent of instructor. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Occasionally)

MUS-J 210 Jazz Dance (2 cr.) A study of dance and dance attitudes using rhythms based on music primarily with a jazz tempo and jazz form. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Occasionally)

MUS-L 101 Beginning Guitar (2 cr.) This course is intended as an introduction to techniques employed in contemporary guitar styles. This will involve learning basic open and bar chords, learning how to read music and play it on the instrument and learning basic guitar finger style techniques. The course will also cover basic music theory necessary for a) playing songs and b) getting basic fret board knowledge. No previous experience required.

MUS-M 174 Music for the Listener I (3 cr.) How to listen to music; art of music and its materials; instruments and musical forms. (Fall, Spring)

MUS-P 100 Piano Elect/Secondary (2 cr.) An elective course designed to provide private instruction in piano

at each student's level. May be repeated once more for credit. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Fall, Spring)

MUS-V 100 Voice (2 cr.) An elective course designed to provide instruction in voice at each student's level. May be repeated once more for credit. Does not count toward fulfillment of College of Arts and Sciences Group III distribution requirements. (Fall, Spring)

MUS-Z 103 Special Topics in Music (3 cr.)
(Occasionally)

NURS-A 190 Learning Strategies in Nursing (1-3 cr.)
The focus of this course is to assist nursing students in strengthening essential learning skills necessary for academic success. Students will develop skill in performing nursing drug dosage calculations, reading nursing texts and reference books, writing nursing papers, studying for and taking nursing tests. Principles of lifelong learning, self-direction, and critical thinking are used to guide course content and evaluation. (Summer)

NURS-B 215 Nutrition for Health Professionals (3 cr.) Emphasis on nutritional needs and eating habits throughout the life span. Discusses the classification, functions, and food sources of the nutrients; the components of a balanced diet; the process by which the body utilizes food; and nutritional concerns of various cultures. (Fall and Summer)

NURS-B 220 Professional Nursing and Healthcare (4 cr.) P: NURS-A 190
An overview of the foundations, complexity, and interdisciplinary nature of professional nursing practice. This course introduces students to the roles of the professional nurse and other members of the health care team, and to the systems in which care is delivered. Students will learn communication skills necessary for the practice of nursing including self-awareness, teaching and learning, interpersonal and interprofessional communication, and collaboration. Students are introduced to concepts of scope of practice, ethics, leadership, and professionalism in preparation for practice. (Fall)

NURS-B 221 Introductory Clinical Practicum Experience in Nursing (1 cr.) P: NURS A190. This course will provide a foundation for all future clinical experiences introducing the student to their role in facilities and clinical groups. Students will conduct guided observations in health care settings and then participate in various activities to reflect on their experiences. Areas of focus include roles of health care team members; communication patterns, tools and effectiveness; facility, work unit, professional role and individual culture; collaboration, and contributions of various health care team members. Students will explore how patients and other healthcare team members view nursing and health care.

NURS-B 230 Developmental Issues and Health (4 cr.) P: PSY P101 This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, and usual patterns of aging. Students will make assessments of individuals in various stages of life to

identify developmental issues and their impact on health phenomena of interest to nursing. (Fall)

NURS-B 234 Promoting Healthy Populations (3 cr.)
P: NURS-A190

This course focuses on preventative health care and health promotion in individual families and communities, considering the influence of cultural and lifespan development. Using biophysical, environmental, sociocultural, and economic determinants of health, students focus on improving health outcomes with individuals, families and communities. (Fall)

NURS-B 248 Science and Technology of Nursing (4 cr.) P: PHSL P261, PHSL P262. C: NURS B249. This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span. (Spring)

NURS-B 249 Science and Technology of Nursing: Practicum (3 cr.) C: NURS B248. Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span. (Spring)

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.) P: PHSL-P261 and 262, CHEM-C110

This course provides a foundation in the pathophysiology of key disease process and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing practice. (Spring)

NURS-B 304 Health Policy (3 cr.) Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.) This course must be taken in the first term for RN BSN students. This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine intra and inter professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelong learning on career development.

NURS-B 344 Comprehensive Nursing Health Assessment (3 cr.) P: PHSL P261, PHSL P262, PSY P101, SOC S161. C: NURS B245. This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span. Students learn the skills of interview, inspection/observation, palpation, percussion, and auscultation in assessing clients across the life span and comparing normal from abnormal findings.

NURS-B 403 Gerontological Nursing (3 cr.) This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A Hartford Foundation: Institute for Geriatric Nursing.

NURS-B 404 Informatics (3 cr.) This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-H 350 Topics in Contemporary Nursing Practice (1 cr.)

This course provides students an opportunity to analyze and discuss issues of salience to contemporary professional nursing practice. Topics will vary and may include role of state boards of nursing in protecting public health and safety, health policy, global health issues, interprofessional collaboration, professional work environments, and/or professional development/lifelong learning. Students will be required to attend a public meeting of the Indiana State Board of Nursing. (Fall, Spring)

NURS-H 355 Data Analysis in Clinical Practice and Health Care Research (3 cr.) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-H 365 Nursing Research (3 cr.) P: PSY K300 This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-H 368 Childbearing Families (3 cr.) P: BIOL M200 C: NURS H369 (1 cr.)

This course focuses on family-centered nursing care of childbearing women and newborns. It includes an overview of various health issues related to the female from puberty to menopause, pregnancy care, labor and birth, and postpartum care (normal and complicated pregnancies) as well as health issues of newborns. (Fall, Spring)

NURS-H 369 Childbearing Families Practicum (1 cr.)

P: BIOL M200 C: NURS H368

Clinical component of nursing care for the pregnant, laboring, and birthing woman and newborn with a focus on family-centered care. (Fall, Spring)

NURS-H 372 Mental Health Concepts across the lifespan (3 cr.) C: NURS H373

This course focuses on select mental health and mental illness concepts that are encountered in individuals across

the lifespan. By applying these concepts to prevalence-based exemplars, students will learn care management strategies aimed at mental health promotion/mental illness prevention, treatment of human responses to mental health disorders, or rehabilitation of individuals with chronic mental health disorders. This course will include application of therapeutic communication techniques with individuals who are experiencing mental health disorders and managing the unique safety issues related to people with mental health disorders. (Fall, Spring)

NURS-H 373 Mental Health Concepts across the Lifespan Practicum (1 cr.) C: NURS-H372

This course focuses on the application of select mental health and mental illness concepts from the Mental Health Concepts Across the Lifespan didactic course. Students will continue to develop and apply clinical reasoning skills to the care of individuals and groups across the lifespan. In addition, students will develop skills related to safe management of the therapeutic milieu. (Fall, Spring)

NURS-H 380 Health Concepts across the Lifespan I (3 cr.) P: All sophomore level courses C: NURS-H381

This course focuses on select health and illness concepts encountered in individuals across the lifespan. By applying these concepts to prevalence-based exemplars, students will learn care management strategies aimed at health promotion, treatment of human responses to illness, or restoration of health. This course builds on concepts discussed in introductory nursing courses. (Fall)

NURS-H 381 Health Concepts across the Lifespan I Parcticum (2 cr.) C: NURS-H 380

This course focuses on the application of select health and illness concepts from NURS-H380. Students will continue to develop and apply clinical reasoning skills to the care of individuals across the lifespan. (Fall)

NURS-H 390 Health Concepts across the Lifespan II (3 cr.) P: all sophomore-level courses, BIOL M200. C: NURS-H391

This course is a continuation of Health Concepts across the Lifespan I. Students will continue the study of health and illness concepts and their application to increasingly complex, prevalence-based exemplars. Acute and chronic care management across the lifespan is explored. (Spring)

NURS-H 391 Health Concepts across the Lifespan II Practicum (2 cr.) C: NURS-H390

This course focuses on the application of select health and illness concepts from NURS-H390. Students will further refine clinical reasoning skills to manage increasingly complex care of individuals across the lifespan with acute and chronic illness. (Spring)

NURS-K 301 The Art and Science of Complementary Health (3 cr.) This course will serve as an introduction to a variety of complementary therapies, including

healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 305 New Innovations in Health and Health Care (3 cr.) This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format.

NURS-K 499 Genetics and Genomics (3 cr.) This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered.

NURS-P 345 Pharmacology (3 cr.) This course focuses on principles of pharmacology for professional nursing practice. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-R 375 Nursing Research and Evidence-based Practice (3 cr.) P: PSY-K 300, ENG-W 231
This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice. This is a designated intensive writing course. (Fall, Spring, Summer)

NURS-R 470 Clinical Baccalaureate Nursing Capstone (3 cr.) P: all junior-level courses. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine your nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 430 Health Concepts across the Lifespan III (3 cr.) P: NURS-H380, NURS-H381, NURS-H 390, NURS-S 391 C: NURS S431
This course is a continuation of Health Concepts Across the Lifespan I and II. Health and illness concepts are applied to complex, multisystem exemplars that require students to apply knowledge learned in all prior courses. Emphasis is on acute and chronic care management across the lifespan and multiple health care settings. (Fall, Spring)

NURS-S 431 Health Concepts across the Lifespan III Practicum (2 cr.) C: NURS S430
This course focuses on the application of select health and illness concepts from NURS-S430. Students will use clinical reasoning skills to manage care of individuals across the lifespan with increasingly complex, multisystem health problems. (Fall, Spring)

NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.) P: all junior-level courses. C: NURS S473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a

community assessment of health trends, demographics, epidemiological data, and social/political—economics issues in local and global communities, the student will be able to determine effective interventions for community-centered care. (Fall, Spring)

NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.) C: NURS S472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community. (Fall, Spring)

NURS-S 474 Applied Healthcare Ethics (3 cr.) Building on the ANA Code of Ethics for Nurses, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied.

NURS-S 475 A Multi-System Approach to the Health of the Community: RN BSN (3 cr.) Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community.

NURS-S 481 Nursing Management (3 cr.) P: all junior-level courses. C: NURS S482. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems. (Fall, Spring)

NURS-S 482 Nursing Management: Practicum (1 cr.) C: NURS S481. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles. (Fall, Spring)

NURS-S 483 Clinical Nursing Practice Capstone: RN BSN (3 cr.) P: all junior-level courses. Note: This course must be taken in the final term for RN BSN students. This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-S 485 Professional Growth and Empowerment (3 cr.) P: all junior-level courses. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to lifelong learning. (Spring/Fall - must be taken in last semester)

NURS-S 487 Nursing Management: RN BSN (3 cr.) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.

NURS-Z 492 Individual Study in Nursing (1-6 cr.) Opportunity for the nurse to pursue independent study of topics in nursing under the guidance of a selected faculty member. Requires consent of construtor. (Occasionally)

PBHL-P 201 Introduction to Public Health in the Urban Environment (3 cr.) Course exposes students to public health principles, and their application in an urban context. Topics include the population health approach, environmental health and justice, social and behavioral sciences, public health preparedness, healthcare structures and policy. Students will be introduced to the roles and functions of public health science and practice (Fall/Spring).

PHIL-P 100 Introduction to Philosophy (3 cr.) Perennial problems of philosophy, including problems in ethics, in epistemology and metaphysics, and in philosophy of religion. (Fall, Spring, Summer I and II)

PHIL-P 117 Atheism and the Question of God's Existence (3 cr.) Explores the central arguments, concepts, and responses surrounding atheism and agnosticism. Topics include an examination of the arguments supporting theism, deductive and inductive atheology, and the existence of evil, faith, miracles, and morality. (Annually)

PHIL-P 135 Introduction to Phenomenology and Existentialism (3 cr.) Existentialism as a philosophical movement founded on phenomenology. Philosophical themes and their development, applications, or exemplifications in existentialist literature. Course presupposes no particular knowledge of philosophy. Readings from some or all of the following: Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Sartre. (Occasionally)

PHIL-P 140 Introduction to Ethics (3 cr.) Some ancient, medieval, or modern philosophers' answers to ethical problems (e.g., nature of good and evil, relation of duty to self-interest, objectivity of moral judgments). (Fall, Spring, Summer I and II)

PHIL-P 150 Elementary Logic (3 cr.) Development of critical tools for the evaluation of arguments. Not a prerequisite for PHIL P250. (Fall, Spring, Summer I and II)

PHIL-P 200 Problems in Philosophy (3 cr.) A study of special, experimental, or timely topics drawn from the full range of philosophical discussion and designed to engage interests unmet in the regular curriculum. May be repeated with a different topic for a maximum of 6 credit hours. (Occasionally)

PHIL-P 201 Ancient Greek Philosophy (3 cr.) Selective survey of ancient Greek philosophy (Pre-Socratics, Plato, Aristotle). (Annually)

PHIL-P 206 Philosophy of Religion (3 cr.) A survey of the main topics in the philosophy of religion, such as arguments for or against the existence of God, divine attributes, the problem of evil, miracles, immortality, and the connection between religion and morality. (Occasionally)

PHIL-P 211 Modern Philosophy: Descartes through Kant (3 cr.) P: 3 credit hours of philosophy. Selective survey of seventeenth- and eighteenth-century philosophy, including some or all of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant. (Occasionally)

PHIL-P 246 Introduction to Philosophy and Art (3 cr.) Introduction to the philosophical study of art and the relationship between art and philosophy. Topics include the nature of a work of art, the role of emotions in art, the interpretation and appreciation of art, and the way philosophy is expressed in art. (Annually)

PHIL-P 250 Introductory Symbolic Logic (3 cr.) Propositional logic and first-order quantificational logic. (Occasionally)

PHIL-P 301 Medieval Philosophy (3 cr.) P: 3 credit hours of philosophy. A survey, including Augustine, Boethius, Anselm, Abelard, Bonaventure, Aquinas, Duns Scotus, Ockham, and Nicholas of Cusa. (Occasionally)

PHIL-P 304 Nineteenth-Century Philosophy (3 cr.) P: 3 credit hours of philosophy. Selective survey of postKantian philosophy including Hegel, Marx, Kierkegaard, Mill. (Occasionally)

PHIL-P 306 Business Ethics (3 cr.) A philosophical examination of ethical issues that arise in the context of business. Moral theory will be applied to such problems as the ethical evaluation of corporations, what constitutes fair profit, and truth in advertising. (Fall, Spring, Summer I and II)

PHIL-P 310 Metaphysics (3 cr.) P: 3 credit hours of philosophy. Topics such as existence, individuation, contingency, universals and particulars, monism-pluralism, Platonism-nominalism, idealism-realism. (Occasionally)

PHIL-P 316 Twentieth-Century Philosophy (3 cr.) A survey of representative philosophical approaches to problems of the present age, such as pragmatism, process and analytic philosophy, phenomenology, existentialism, neo-Marxism, and non-Western philosophy. (Occasionally)

PHIL-P 335 Phenomenology and Existentialism (3 cr.) P: 3 credit hours of philosophy. Selected readings from Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Sartre, and others. (Occasionally)

PHIL-P 339 Contemporary Issues in Human Rights (3 cr.) This course examines human rights. Using the International Bill of Human Rights, concepts such as "dignity" and "respect" are applied directly to the local level. One objective is to link disagreement over rights and corresponding duties with differences in perception. Furthermore, accountability-securing measures are assessed in connection with failed state theory. (Occasionally)

PHIL-P 342 Problems of Ethics (3 cr.) P: 3 credit hours of philosophy May concentrate on a single large problem, such as whether utilitarianism is an adequate ethical

theory or several more or less independent problems, such as the nature of goodness and the objectivity of moral judgments. (Occasionally)

PHIL-P 343 Classics in Social and Political Philosophy (3 cr.) P: 3 credit hours of philosophy Readings from Plato and Aristotle to Hobbes, Locke, Hegel, and Marx. Topics include the ideal state, the nature and proper ends of the state, natural law and natural rights, the social contract theory, and the notion of community. (Occasionally)

PHIL-P 346 Philosophy and Art (3 cr.) P: 3 credit hours of philosophy Selected philosophical problems concerning art and art criticism. Topics such as the definition of art, expression, representation, style, form and content, and the aesthetic and the cognitive. (Occasionally)

PHIL-P 360 Introduction to Philosophy of Mind (3 cr.) P: 3 credit hours of philosophy Selected topics from among the following: the nature of mental phenomena (e.g., thinking, volition, perception, emotion); and the mind-body problem (e.g., dualism, behaviorism, materialism). (Occasionally)

PHIL-P 383 Topics in Philosophy (variable title) (3 cr.) An advanced study of special, experimental, or timely topics drawn from the full range of philosophical discussion and designed to engage interests unmet in the regular curriculum. (Occasionally)

PHIL-P 393 Biomedical Ethics (3 cr.) A philosophical consideration of ethical problems that arise in current biomedical practice; for instance, abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery. (Fall, Spring, Summer I and II)

PHIL-P 490 Readings in Philosophy (1-3 cr.) P: consent of instructor Intensive study of selected authors, topics, and problems. (Occasionally)

PHSL-P 130 Human Biology (4 cr.) Basic concepts in human biology. Covers reproduction and development, physiological regulations, stress biology, and behavioral biology and emphasizes related social problems. Credit will be given for only one of the following introductory-level courses or sequences: BIOL-L 100, PHSL-P 130, or BIOL-L 101-L 102. (Fall, Spring, Summer)

PHSL-P 261 Human Anatomy and Physiology I (4 cr.) P: BIOL-L 100, PHSL-P 130, or the equivalent, or combined SAT of 700+ Introduction to basic structure and function of the human body, including laboratory studies in gross anatomy, histology, and physiology. Topics are cellular anatomy and physiology; body tissues, and integument and the skeletal, muscle, endocrine, and nervous systems. (Fall, Spring)

PHSL-P 262 Human Anatomy and Physiology II (4 cr.) P: PHSL-P 261 Second semester topics are the circulatory, respiratory, urinary, digestive, and reproductive systems: fluid and electrolyte balance; and acid-base balance. (PHSL-P 261 and PHSL-P 262 cannot be used to fulfill the physiology requirement of biology majors.) (Fall, Spring, Summer I and II)

PHSL-P 263 Principles of Anatomy and Physiology — Special Topics (0.5-3 cr.) R: PHSL-P 261 or PHSL-P 262 concurrent or with consent of instructor. Study of

selected topics in human anatomy and physiology as they relate to specific organ systems or functions. Topics vary by semester and correlate with material covered in PHSL-P 261 and PHSL-P 262. May be repeated with change in topic. (Fall, Spring, Summer I, Summer II)

PHSL-P 416 Comparative Animal Physiology (3 cr.) P: two college biology courses, one college mathematics course, CHEM C106 Lecture course. Physiological principles of the respiratory, circulatory, excretory, and related systems in a variety of invertebrate and vertebrate animals. (Fall or Spring)

PHSL-P 431 Human Physiology (3 cr.) P: BIOL L211, CHEM C 106, or equivalent, junior or senior status R: BIOL L312 This is an introductory course in human physiology designed to introduce biology majors and preprofessional students to the function of the human body. Emphasis in on how organ systems work to maintain homeostasis, a constant internal environment, in response to variable external environmental conditions. Special considerations will be given to change in physiological states in health and disease. All major organ systems of the body will be covered. A laboratory component is incorporated into the structure of the course. (Fall or Spring)

PHSL-P 461 Comparative Physiology of Animals (4 cr.) P: one year of chemistry R: one 300-400 level biology course. The basic mechanisms are considered whereby various organisms integrate and coordinate similar functional requirements based on phylogeny and environmental relationships. (Fall or Spring)

PHYS-P 101 Physics in the Modern World I (4 cr.) Three lectures and one 1 1/2-hour laboratory period each week. Includes elements of classical physics and the ideas, language, and impact of physics today. Not open to students with credit in PHYS-P 100, PHYS-P 103, PHYS-P 151, PHYS-P 201, or PHYS-P 221. (Fall/Spring (occasionally))

PHYS-P 120 Energy and Technology (3 cr.) Intended for students majoring in the social sciences and the School of Business and Economics. Provides physical basis for understanding interactions of technology and society, thereby promoting rational decision making in problems such as energy use, automation, and the directions of technological change. (Occasionally)

PHYS-P 201 General Physics I (5 cr.) P: MATH-M 125, MATH-M 126 or equivalent. Newtonian mechanics, wave motion, heat and thermodynamics, fluids. Application of physical principles to related scientific disciplines including life sciences. One discussion section, two lectures, and one two-hour laboratory period each week. Credit cannot be given for PHYS-P 201 and PHYS-P 221. (Fall)

PHYS-P 202 General Physics II (5 cr.) P: PHYS-P 201. Wave motion, electricity and magnetism, geometrical and physical optics, introduction to concepts of relativity, quantum theory, atomic and nuclear physics. One discussion section, two lectures, and one two-hour laboratory each week. Credit cannot be given for PHYS-P 202 and PHYS-P 222. (Spring)

PHYS-P 221 Physics I (5 cr.) P: MATH-M 216 or consent of instructor. First semester of a three-semester sequence intended for chemistry, mathematics, and physics majors.

Newtonian mechanics, oscillations and waves, heat and thermodynamics. Lectures, discussion section, two-hour laboratory. Credit cannot be given for PHYS-P 201 and PHYS-P 221. (Fall)

PHYS-P 222 Physics II (5 cr.) P: PHYS-P 221. Second semester of a three-semester sequence. Primarily electricity, magnetism, and geometrical and physical optics. Lectures, discussion, and two-hour laboratory. Credit cannot be given for PHYS-P 202 and PHYS-P 222. (Spring)

PHYS-P 301 Physics III (3 cr.) P: PHYS-P 222. Third semester of three-semester sequence. Students from PHYS-P 202 who have taken or are now taking MATH-M 216 are also eligible for this course. Special theory of relativity; introduction to quantum theory; atomic, nuclear, solid state, and elementary particle physics. Two lecture periods. (Spring—alternate year)

PHYS-P 303 Digital Electronics (1-3 cr.) P: PHYS-P 282 or consent of instructor. A laboratory course dealing with digital devices, decoders, multiplexers, light-emitting displays, flip-flops, multivibrators, memories, registers, microcomputer construction, and programming. Three hours of laboratory work per week for each credit hour. Course may be retaken up to a total of 3 credit hours. (Occasionally)

PHYS-P 309 Intermediate Physics Laboratory (2 cr.) P: PHYS-P 202 or PHYS-P 222, MATH-M 216 or equivalent. Fundamental experiments in mechanics, electricity and magnetism, thermodynamics, optics, and modern physics. Emphasis is placed upon developing basic laboratory skills and data analysis techniques, including computer reduction and analysis of the data. (Occasionally)

PHYS-P 310 Environmental Physics (3 cr.) P: PHYS-P 201 or PHYS-P 221; MATH-M 215; or consent of instructor. For biological and physical science majors. Study of relationship of physics to current environmental problems. Energy production, comparison of sources and by-products, nature of possible solutions to problems of noise, particulate matter in atmosphere. Credit will not be given for both PHYS-P 310 and PHYS-E 350 or for PHYS-P 310 and PHYS-E 300. (Occasionally)

PHYS-P 320 Introduction to Biophysics (3 cr.) P: PHYS-P 202 or PHYS-P 222; MATH-M 119 or equivalent; CHEM-C 106; one biology course; or consent of instructor. Application of physical principles to biological systems from the molecular to the organismal level. Primarily for biology and chemistry majors. (Occasionally)

PHYS-P 331 Theory of Electricity and Magnetism I (3 cr.) P: MATH-M 311 or MATH-M 313, PHYS-P 202 and PHYS-P 222 or consent of instructor. Electrostatic fields and differential operators, Laplace and Poisson equations, dielectric materials, steady currents, power and energy, induction, magnetic fields, scalar and vector potentials, Maxwell's equations. (Occasionally)

PHYS-P 332 Theory of Electricity and Magnetism II (3 cr.) P: PHYS-P 331 or consent of instructor. Magnetic materials, wave equations and radiation, energy transfer and conversion, Poynting vector and momentum, retarded potentials, dipole radiation, transmission lines and wave guides, relativity. (Occasionally)

PHYS-P 340 Thermodynamics and Statistical Mechanics (3 cr.) P: PHYS-P 202 or PHYS-P 222. C: MATH-M 311 or MATH-M 313. Intermediate course, covering three laws of thermodynamics, classical and quantum statistical mechanics, and some applications. (occasionally)

POLS-Y 103 Introduction to American Politics (3 cr.) An introduction to the nature of politics and government and the dynamics of American politics. The course includes an analysis of the origin and nature of the American federal system, its political party base, and its major institutions. (Fall and Spring)

POLS-Y 105 Introduction to Political Theory (3 cr.) Perennial problems of political philosophy, including relationships between rulers and the ruled, nature of authority, social conflict, character of political knowledge, and objectives of political action. (Occasionally)

POLS-Y 107 Introduction to Comparative Politics (3 cr.) Examines countries around the world to investigate fundamental questions about politics. Topics include democratic development, promotion of economic prosperity, maintenance of security, and management of ethnic and religious conflict. Critical thinking skills encouraged. Cases for comparison include advanced industrialized democracies, communist and former communist countries, and developing countries. (Occasionally)

POLS-Y 109 Introduction to International Relations (3 cr.) Causes of war, nature and attributes of the state, imperialism, international law, national sovereignty, arbitration, adjudication, international organization, major international issues. (Occasionally)

POLS-Y 163 Politics and Religion (3 cr.) This is an introductory course that will cover religion in the U.S. political system from the legal, historical, social, and political perspectives. This includes an analysis of the relationship between church and state, the impact of religion on major dimensions of politics in the U.S. and the impact of religion on major elements of our society. (Occasionally)

POLS-Y 200 Contemporary Political Topics (3 cr.) An extensive analysis of selected contemporary political problems. Topics vary from semester to semester and are listed in the Schedule of Classes. (Occasionally)

POLS-Y 205 Elements of Political Analysis (3 cr.) An introduction to the major approaches to and techniques of the systematic study of politics. Includes an introduction to the analysis of quantitative data. Required for majors. (Fall)

POLS-Y 301 Political Parties and Interest Groups (3 cr.) A presentation of the nature of political parties, social movements, and interest groups and their relationship to the process of representation. The course also includes a discussion of the structure and organization of and membership in these groups. Theories about political party activity and behavior are also evaluated. (Occasionally)

POLS-Y 302 Public Bureaucracy in Modern Society (3 cr.) Examines public bureaucracy, with special emphasis upon the United States as a political phenomenon engaging in

policy-making and in the definition of the terms of policy issues. Considers the role of bureaucratic instruments in promoting social change and in responding to it. (Occasionally)

POLS-Y 303 Formation of Public Policy in the United States (3 cr.) An analysis of the processes and institutions involved in the formation of public policy with emphasis on Congressional policy-making, oversight, fiscal control, and political setting. (Occasionally)

POLS-Y 304 American Constitutional Law I (3 cr.) A study of the nature and function of law and the judicial process. An analysis of selected Supreme Court decisions interpreting the U.S. Constitution. (Fall)

POLS-Y 305 American Constitutional Law II (3 cr.) A further study of the nature and function of law and the judicial process with an analysis of other important selected Supreme Court decisions interpreting the U.S. Constitution. (Occasionally)

POLS-Y 307 Indiana State Government and Politics (3 cr.) A study of the constitutional foundations, political development, organization, accomplishments, and current problems of Indiana government. (Occasionally)

POLS-Y 308 Urban Politics (3 cr.) An analysis of political behavior in modern American urban communities. The course emphasizes the impact of municipal organization, city officials and bureaucracies, social and economic notables, political parties, interest groups, the general public, and protest organizations on urban policy outcomes. (Occasionally)

POLS-Y 312 Workshop in State and Local Government (3 cr.) An intensive study of administration problems such as financial administration, public health, and welfare. (Occasionally)

POLS-Y 316 Public Opinion and Political Participation (3 cr.) A study of the nature of public opinion and its impact on major domestic and foreign policy issues, of mass political ideology, of voting behavior and other forms of political participation, and of political culture. (Occasionally)

POLS-Y 318 The American Presidency (3 cr.) An analysis of the development of the Presidency and its relationship to the American political system. The course also offers a study of presidential personalities and roles, with emphasis on political leadership, and of problems of the contemporary Presidency. (Spring)

POLS-Y 319 The United States Congress (3 cr.) A study of the role of Congress in American national politics with emphasis on constitutional powers, organization, historical development, reform, Congressional-executive relations, policy-making, oversight, and fiscal control. (Fall)

POLS-Y 335 Western European Politics (3 cr.) Development, structure, and functioning of political systems, primarily in France, Italy, and Germany. Political dynamics of European integration. (Fall)

POLS-Y 360 United States Foreign Policy (3 cr.) Analysis of institutions and processes involved in the formation and implementation of American foreign policy.

The course also offers an overview of major post-World War II U.S. foreign policies. (Fall)

POLS-Y 362 International Politics of Selected Regions (3 cr.) The region studied will vary with the instructor and the year. However, Latin America is often the region selected. Current information may be obtained from the Political Science faculty. (Every other Spring)

POLS-Y 366 Current Foreign Policy Problems (3 cr.) An analysis of foreign policy issues and options facing the United States. Such issues and options may include totalitarianism, imperialism, terrorism, containment, diplomacy, preventive actions, and others. (Occasionally)

POLS-Y 372 The Analysis of International Politics (3 cr.) An analysis of the nature and attributes of the nation-state and of international systems. The course also includes an analysis of nationalism, imperialism, the causes of war, sovereignty, international law, international organizations, and major international issues. (Fall)

POLS-Y 373 The Politics of Terrorism (3 cr.) Examines the definition, history, logic, and political implications of terrorism. (Spring)

POLS-Y 381 Classical Political Thought (3 cr.) This course is not a history of political theory per se. Rather, it is an intensive study of selected works in ancient and medieval political philosophy including Plato's *The Republic*, Aristotle's *Politics*, Cicero's *The Commonwealth*, and St. Thomas Aquinas' *The Laws*. (Every other Fall)

POLS-Y 382 Modern Political Thought (3 cr.) Similarly to POLS-Y 381, this course is an intensive study of selected works in political philosophy of the so-called modern philosophers. These include Niccolò Machiavelli's *The Prince*, Thomas Hobbes' *The Leviathan*, John Locke's *Second Treatise on Government*, Jean-Jacques Rousseau's *Treatise on the Origins of Inequality Among Men and The Social Contract*, and Karl Marx's *Communist Manifesto*. (Every other Spring)

POLS-Y 383 American Political Ideas I (3 cr.) American political ideas from the colonial period to the founding period. (Occasionally)

POLS-Y 384 American Political Ideas II (3 cr.) American Political ideas from the founding period to the present. (Summer)

POLS-Y 385 Comparative Politics: Europe and Canada (3 cr.) A comparative analysis of four European countries and Canada—four seasoned democracies and Russia, whose political system is still in flux. Emphasis is placed on the political heritage of these countries, their governmental institutions, electoral systems, political party systems, and decision-making processes. (Occasionally)

POLS-Y 394 Public Policy Analysis (3 cr.) A study of the place of theory and method in examining public policies in relation to programs, institutional arrangements, and constitutional problems. Particular reference to American political experience. (Occasionally)

POLS-Y 398 Internship in Urban Institutions (3-6 cr.) This option, which requires the permission of a political science faculty, provides opportunities for students to observe and participate directly in the policy-making process of urban institutions requiring the assistance of paraprofessionals. Research and written reports are

required. Evaluations will be made by both the agency and the faculty advisor. Students working in city and county institutions may repeat the course for a maximum of 6 credit hours. (Occasionally)

POLS-Y 401 Topics in Political Science (3 cr.) Topic varies with the instructor and year; consult the Schedule of Classes for current information. (Occasionally)

POLS-Y 480 Undergraduate Readings in Political Science (1-6 cr.) Individual readings and research. No more than 6 credit hours total may be taken. May be taken only with consent of instructor. (Fall or Spring)

POLS-Y 481 Field Experience in Political Science (1-6 cr.) Open to junior or senior majors only. Political science project approved by a faculty member. Faculty-directed study of aspects of the political process based upon field experience. Directed readings, field research, research paper. (Occasionally)

POLS-Y 490 Senior Seminar in Political Science (3 cr.) Required for majors in political science. Research paper on a selected topic approved by a political science faculty member required. (Fall or Spring)

POLS-Y 496 Foreign Study in Political Science (3 cr.) This course involves planning of research project during year preceding summer abroad. Time spent in research abroad must amount to at least one week for each credit hour granted. Research paper must be presented by end of semester following foreign study. (Occasionally)

POLS-Y 499 Honors Thesis (3 cr.) Requires the approval of a political science faculty and departmental honors advisor. (Occasionally)

PSY-B 309 Cooperative Work Experience—Psychology (1-3 cr.) P: consent of instructor and 15 credit hours of psychology. Experience in psychology-oriented work settings. Grade is determined on the basis of a written report and a supervisor's evaluation. May be repeated for a maximum of 6 credit hours. (Spring)

PSY-I 501 Multicultural Counseling (3 cr.) P: Graduate standing and consent of instructor. This course explores the role of increasing diversity in the U.S. population and how it will impact the delivery of mental health services. The focus of the course is on different ethnic and minority groups, their customs and values, and the impact that these cultural factors have on the utilization of psychological services.

PSY-K 300 Statistical Analysis in Psychology (3 cr.) P: MATH-M 117, MATH-M 100 or equivalent, PSY-P 101, PSY-P 102. Use of statistics in psychological work, including ordering and manipulation of data, problems of statistical significance, elementary correlational methods, and analysis of variance and nonparametric methods. (Spring)

PSY-P 101 Introductory Psychology I (3 cr.) Introduction to psychology; its methods, data, and theoretical interpretations in areas of learning, sensory psychology, and psychophysiology. (Fall, Spring, Summer I, Summer II)

PSY-P 102 Introductory Psychology II (3 cr.) Continuation of PSY P101. Developmental, social,

personality, and abnormal psychology (Fall, Spring, Summer)

PSY-P 211 Methods of Experimental Psychology (3 cr.) P: PSY P101 and PSY P102. Design and execution of simple experiments, treatment of results, search of the literature, and preparation of experimental reports. (Fall, Spring, Summer I)

PSY-P 216 Life Span Developmental Psychology (3 cr.) P: PSY P101 or PSY P102. A survey course that integrates the basic concepts of physical, cognitive, and psychosocial development from the prenatal period to death. Throughout the life span, theories, research, and critical issues in developmental psychology are explored with consideration of practical implications. Credit not given for both PSY P216 and PSY P316. (Fall, Spring)

PSY-P 303 Health Psychology (3 cr.) P: PSY P101 and PSY P102. Focuses on the role of psychological factors in health and illness. Through readings, lecture, and discussion, students will become better consumers of research on behavior-health interactions and develop a broad base of knowledge concerning how behaviors and other psychological factors can impact health both positively and negatively. (Occasionally)

PSY-P 314 Psychology of Adolescence (3 cr.) P: PSY P101 and PSY P102. Development of behavior in adolescence and emerging adulthood; factors which influence behavior. Credit not given for both PSY P216 and PSY P314. (Occasionally)

PSY-P 316 Psychology of Childhood and Adolescence (3 cr.) P: PSY P101 and PSY P102. Development of behavior in infancy, childhood, and youth; factors that influence behavior. (Fall) Credit not given for both PSY P216 and PSY P316. (Occasionally)

PSY-P 319 Psychology of Personality (3 cr.) P: PSY P101 and PSY P102. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurement, developmental influences, problems of integration. (Occasionally)

PSY-P 320 Social Psychology (3 cr.) P: PSY P101 and PSY P102. Principles of scientific psychology applied to the individual in social situations. (Occasionally)

PSY-P 324 Abnormal Psychology (3 cr.) P: PSY P101 and PSY P102. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations. (Fall, Spring)

PSY-P 325 Psychology of Learning (3 cr.) P: PSY-P 101, PSY-P 102, PSY-K 300, PSY-P 211. Facts and principles of human and animal learning, especially as treated in theories attempting to provide framework for understanding what learning is and how it takes place. (Occasionally)

PSY-P 326 Behavioral Neuroscience (3 cr.) P: PSY P101 or PSY P102. R: BIOL L100 or BIOL L105. An examination of the cellular basis of behavior, emphasizing contemporary views and approaches to the study of the nervous system. Neural structure, function, and organization are considered in relation to sensory and motor function, motivation, learning, and other basic behaviors. (Occasionally)

PSY-P 327 Psychology of Motivation (3 cr.) P: PSY P101, PSY P102. How needs, desires, and incentives influence behavior; research on motivational processes in human and animal behavior, including ways in which motives change and develop. (Occasionally)

PSY-P 329 Sensation and Perception (3 cr.) P: PSY P101, PSY P102. Basic data, theories, psychophysics, illusions, and other topics fundamental to understanding sensory and perceptual processes. (Occasionally)

PSY-P 335 Cognitive Psychology (3 cr.) P: PSY P101, PSY P102. Introduction to human cognitive processes including attention and perception, memory, psycholinguistics, problem solving, and thinking. (Occasionally)

PSY-P 336 Psychological Tests and Individual Differences (3 cr.) P: PSY K300. Principles of psychological testing. Representative tests and their uses for evaluation and prediction. Emphasis on concepts of reliability, validity, standardization, norms, and item analysis. (Occasionally)

PSY-P 388 Special Topics in General Experimental Psychology (1-3 cr.) Study and analysis of selected psychological issues and problems in experimental psychology. Topics vary from semester to semester. May be repeated (total of 6 credit hours) with change in topics. (Occasionally)

PSY-P 389 Special Topics in Human Processes Psychology (1-3 cr.) Study and analysis of selected psychological issues and problems in human processes. Topics vary from semester to semester. May be repeated (total of 6 credit hours) with change in topics. (Occasionally)

PSY-P 390 Special Topics in Psychology (1-3 cr.) Study and analysis of selected psychological issues and problems. Topics vary from semester to semester. May be repeated (total of 6 credit hours) with change in topics. (Occasionally)

PSY-P 407 Drugs and the Nervous System (3 cr.) P: PSY-P 101, PSY-P 102 PSY-P 326 or permission of instructor. Introduction to the major psychoactive drugs and how they act upon the brain to influence behavior. Discussion of the role of drugs as therapeutic agents for various clinical disorders and as probes to provide insight into brain function. (Occasionally)

PSY-P 417 Animal Behavior (3 cr.) P: PSY-P 101, PSY-P 102. BIOL-L 101 and BIOL-L 102. Methods, findings, and interpretations of recent investigation of animal behavior. (Occasionally)

PSY-P 421 Laboratory in Social Psychology (3 cr.) P: PSY-K 300, PSY-P 211, PSY-P 320. Research methodology in the study of social behavior. (Occasionally)

PSY-P 423 Human Neuropsychology (3 cr.) P: PSY-P 326 or permission of instructor. A critical examination of neurological functioning with respect to human behavior. Assesses the behavioral functions of neural structures and systems through understanding the behavioral consequences of brain damage and through basic experimental study. (Occasionally)

PSY-P 424 Laboratory in Sensation and Perception (3 cr.) P: PSY-P 211, PSY-K 300, PSY-P 329. The experimental investigation of current and classical problems in sensory psychology and perception. (Occasionally)

PSY-P 425 Behavior Disorders of Childhood and Adolescence (3 cr.) P: PSY-P 324. A survey of major behavior disorders with emphasis on empirical research and clinical description relative to etiology, assessment, prognosis, and treatment. (Occasionally)

PSY-P 429 Laboratory in Developmental Psychology (3 cr.) P: PSY-P 211, PSY-K 300, and PSY-P 316, or PSY-P 314. Research methods in developmental psychology. (Occasionally)

PSY-P 430 Behavior Modification (3 cr.) P: junior standing and 9 credit hours of psychology, including PSY-P 324 and PSY-P 325. Principles, techniques, and applications of behavior modification including reinforcement, aversive conditioning, observational learning, desensitization, self-control, and modification of cognitions. (Occasionally)

PSY-P 432 Women and Madness (3 cr.) This course focuses on the historical and cultural factors and behaviors that have been associated with madness in women as well as on women's efforts to recover sanity and make sense of female experiences. (Occasionally)

PSY-P 435 Laboratory in Human Learning and Cognition (3 cr.) P: PSY-P 211, PSY-K 300, and PSY-P 325 or PSY-P 327 or PSY-P 335. Experimental study of human learning and cognitive processes. (Occasionally)

PSY-P 438 Language and Cognition (3 cr.) P: PSY-P 101, PSY-P 102, Methods, research, and theory in psycholinguistics. Examination of speech perception, speech production, psychological studies of syntax and semantics, language development, cognitive basis of linguistic theory, neurology of language, and language comprehension and thought.

PSY-P 456 Laboratory in Emotion and Motivation (3 cr.) P: P211, K300, and P325 or P417. Experimental study of emotion and motivation (Occasionally).

PSY-P 458 Historical Approach to Psychological Systems (3 cr.) P: 12 credit hours of psychology. Origins and development of concepts and theories in science and philosophy that supplied the foundations of experimental psychology; an integrative description of psychological thought to the twentieth century. (Occasionally)

PSY-P 460 Women: A Psychological Perspective (3 cr.) P: 3 credit hours of psychology. Basic data and theories about the development and maintenance of sex differences in behavior and personality. (Occasionally)

PSY-P 463 Laboratory in Measurement (3 cr.) P: K300 and P336 or P303 or permission of instructor. This course provides students with hands on experience related to measurement (e.g. stress, depression, health-related quality of life.) (Occasionally)

PSY-P 493 Supervised Research I (2 cr.) P: PSY-P 101, PSY-P 211, PSY-K 300. Active participation in research. An independent experiment of modest magnitude, participation in ongoing research in a single laboratory. Students who enroll in PSY-P 493 will be expected to enroll in PSY-P 494. (Occasionally)

PSY-P 494 Supervised Research II (2 cr.) P: PSY-P 493. A continuation of PSY-P 493. Course will include a journal-type report of the two semesters of work. (Occasionally)

PSY-P 495 Reading and Research in Psychology (arr. cr.) P: consent of instructor. May be repeated twice for credit. (Fall, Spring, Summer I, Summer II)

PSY-P 535 Introduction to Addictions Counseling (3 cr.) P: Graduate standing and consent of instructor. Treatments for drug and alcohol addiction, assessment of drug and alcohol conditions and related disorders, and tracking patients to monitor treatment effectiveness. (Fall)

PSY-P 538 Professional issues in Addictions Counseling (3 cr.) P: Graduate standing and consent of instructor. This course will survey the process for obtaining an Indiana State License in addictions counseling as well as the state and national certification options.

It will include the following areas as related to state certification: 12 core functions, documentation standards, counseling theories related to addictions, use of DSM IV TR, legal and ethical requirements, case studies, basic pharmacology, case presentation methods, confidentiality, and role boundaries. (Spring)

PSY-P 556 Group and Family Counseling (3 cr.)
P: Graduate standing and consent of instructor.

PSY-P 624 Principles of Psychopathology (3 cr.)
P: Graduate standing and consent of instructor. Description of the phenomena of psychopathology and the principles associated with their classification. (Fall)

PSY-P 641 Assessment (3 cr.) P: Graduate standing and consent of instructor. Examination of the administration, scoring, and interpretation of selected techniques used in clinical assessment, with special emphasis on addictions assessment. (Fall)

PSY-P 657 Topical Seminar (3 cr.) P: Graduate standing and consent of instructor. (Occasionally)

PSY-P 667 Neuropsychopharmacology (3 cr.)
P: Graduate standing and consent of instructor. Analysis of neural mechanisms of drug effects on animal and human behavior, based on behavioral and biological experiments. (Fall)

PSY-P 691 Practicum in Applied Psychology (3 cr.) P: Graduate standing and consent of instructor. Experience in psychology-oriented work settings. Students will work with mental health and social service providers whose primary mission is drug and alcohol addictions treatment.

PSY-P 694 Internship in Counseling Psychology (3 cr.)
P: PSY-P 691.
Opportunities for application of theory and practice of counseling psychology in an appropriate organization

under the supervision and direction of the internship agency.

RADS-J 205 Topical Anatomy and Medical Imaging (2 cr.) P: RADS R181 Procedure for imaging human structure and their relevance to radiation therapy; topographical anatomy and cross-sectional anatomy. Identification of anatomic structures as demonstrated through various imaging modalities.

RADS-J 301 Orientation to Radiation Oncology (4 cr.) P: R.T.(R) or RADS R100 An overview of radiation oncology and the role of the radiation therapist. Presentation will orient students to the physical and biological basis of radiation oncology equipment, procedures, tumor pathology, and patient interaction.

RADS-J 302 Radiation Oncology Techniques (3 cr.)
P: R.T.(R) or RADS R100, RADS J301 and RADS J350 Technical provides the student therapist with the technical aspects of radiation therapy. Discussion will include modalities of treatment and the distinctive properties of each patient setup consideration. This will also include basic hand calculations.

RADS-J 303 Clinical Oncology I (3 cr.) P: RADS R100 and RADS J301 This course will provide the student with the fundamentals of clinical radiation oncology. Malignant conditions, their etiology, and methods of treatment are discussed. Attention is given to patient prognosis, treatment results, and the effects of combined therapies.

RADS-J 304 Radiation Oncology Patient Care (2 cr.)
P: R.T.(R) or RADS R100 Concepts of radiation oncology patient care, including considerations of patients' physical and psychological condition. Factors influencing patients' general health during and following a course of radiation therapy treatments will be identified

RADS-J 305 Clinical Dosimetry (3 cr.) Concepts of clinical dosimetry and treatment planning. Delivery methods, to include single- and multiple-beam techniques, are discussed. Tumor localization, dose calculations, and summation of isodose curves are performed.

RADS-J 350 Clinical Experience: Basic (2-6 cr.) P: R.T.(R) or RADS R181 Clinical observation and assistance in the clinical skills of radiation therapy technology under the direct supervision of a registered radiation therapist or equivalent.

RADS-J 351 Clinical Practicum II (4 cr.) P: R.T.(R) or RADS J350 Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, dosimetry, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist or equivalent.

RADS-J 400 Physics of Radiation Oncology I (3 cr.)
P: R.T.(R), RADS R250 or PHYS P101, MATH M119 or MATH M125 Fundamental principles of the physical quantities of radiation and atomic and nuclear theory. To include discussions of radiation oncology equipment.

RADS-J 401 Physics of Radiation Oncology II (3 cr.) P: RADS J400 Continuation of RADS J400 with emphasis on the interactions of ionizing radiation with matter: radiation detection and measurement devices; radiation units; equipment calibration; brachytherapy;

and calculation techniques. Principles and concepts of radiation protection are discussed.

RADS-J 402 Radiation Oncology Techniques II (3 cr.)

P: RADS J302 Provides sessions on concepts of treatment techniques and treatment planning rationale.

RADS-J 403 Clinical Oncology II (3 cr.)

P: RADS J303 This course will provide the student with the fundamentals of clinical radiation oncology. Malignant conditions, their etiology, and methods of treatment are discussed. Attention is given to patient prognosis, treatment results and the effects of combined therapies.

RADS-J 404 Quality Management in Radiation Oncology (3 cr.)

P: RADS 300 or RADS J301, RADS 305 and RADS J350 Identification and application of a comprehensive quality management program in a radiation oncology facility. Includes discussion of the operations and functions of a radiation oncology facility with emphasis on quality improvement techniques.

RADS-J 409 Senior Project in Radiation Oncology (3 cr.)

Individual research in radiation oncology. Research proposal requires the approval of the program director.

RADS-J 450 Clinical Practicum III (2-6 cr.)

P: RADS J351 Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist.

RADS-J 451 Clinical Practicum IV (4 cr.)

P: RADS J450 Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, dosimetry, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist.

RADS-J 452 Clinical Practicum V (2-6 cr.)

P: RADS J451 Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, dosimetry, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist.

RADS-R 100 Orientation to Radiologic Technology (2 cr.)

C: RADS R181 and RADS R103 Introduction to the field of radiology and its history. Student learns proper ethical standards, becomes acquainted with the duties and responsibilities in personal care for the patient, investigates radiation protection for the patient and personnel. (Summer)

RADS-R 101 Radiographic Procedures I (3 cr.)

P: RADS R100 and RADS R103 C: RADS R102 and RADS R182 Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system. (Fall)

RADS-R 102 Principles of Radiography I (3 cr.)

P: RADS R103, RADS R181 C: RADS R101, RADS R182 Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing. (Fall)

RADS-R 103 Introduction to Clinical Radiography (2 cr.)

C: RADS R181 and RADS R100 Introduction to the functions and basic procedures of a diagnostic radiography department. Emphasis is placed on

radiographic equipment, radiation protection, positioning terminology, and procedures used on typical radiographic examinations. (Summer)

RADS-R 181 Clinical Experience in Radiography (1-6 cr.)

C: RADS R100 or RADS R103 Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

RADS-R 182 Clinical Experience in Radiography (4 cr.)

P: RADS R181 Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

RADS-R 185 Medical Terminology (1 cr.)

Introduction to the origin and derivation of medical words as well as their meanings. (Fall, Spring, Summer II)

RADS-R 200 Pathology (3 cr.)

P: anatomy / physiology A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems. (Spring)

RADS-R 201 Radiographic Procedures II (3 cr.)

P: RADS R101, RADS R182 C: RADS R202 Concepts in radiography with emphasis on radiographic procedures used to demonstrate the skull and those requiring the use of contrast media. (Spring)

RADS-R 202 Principles of Radiography II (3 cr.)

P: RADS R102, RADS R182 C: RADS R201 Continuation of RADS R102 with emphasis on the properties that affect the quality of the radiographic image. (Spring)

RADS-R 205 Radiographic Procedures III (3 cr.)

P: RADS R201 C: RADS R222 Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities. (Fall)

RADS-R 207 Seminar in Radiography (2 cr.)

Individual and group study focusing on current and emerging imaging topics. May be repeated for credit if topic differs.

RADS-R 222 Principles of Radiography III (3 cr.)

P: RADS R202 C: RADS 205 Continuation of RADS R202 with emphasis on the application of radiography principles of imaging equipment. (Fall)

RADS-R 250 Physics Applied to Radiology (3 cr.)

P: College algebra Fundamentals of radiation physics, X-ray generation, and equipment quality control. (Fall)

RADS-R 260 Radiation Biology and Protection in Diagnostic Radiology (3 cr.)

P: RADS R250 Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on X-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring. (Spring)

RADS-R 281 Clinical Experience in Radiography (1-6 cr.)

P: RADS R182 Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic

technology under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

RADS-R 282 Clinical Experience in Radiography (1-6 cr.) P: RADS R281 Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

RADS-R 283 Clinical Experience in Radiography (4 cr.) P: RADS R282 Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology under the direct supervision of a registered technologist until mastery of clinical objectives is reached.

RADS-R 290 Comprehensive Experience (1-8 cr.) P: RADS R283 Clinical application of radiographic positioning, exposure techniques, and departmental procedures in all phases of radiologic technology under the direct supervision of a registered technologist. Successful completion involves mastery of all clinical aspects of the program.

RADS-R 404 Sectional Imaging Anatomy (3 cr.) An in-depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard transverse, parasagittal, and coronal planes are included, utilizing images from all three imaging modalities. A discussion of technique, artifacts, and pathology-related alterations of cross-sectional anatomic appearances is included. (Fall)

RADS-R 405 Advanced Diagnostic Imaging I (3 cr.) Physics and imaging concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. (Fall)

RADS-R 406 Advanced Diagnostic Imaging II (3 cr.) P: RADS R405 Procedural concepts in cardiovascular interventional technology, computed tomography, diagnostic medical sonography, and magnetic resonance imaging. Image analysis of normal and abnormal studies will be presented. (Spring)

RADS-R 408 Topics in Radiologic Sciences (3 cr.) Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ. (Fall)

RADS-R 409 Senior Project in Medical Imaging Technology (3 cr.) Independent readings and research on a selected medical imaging topic. A paper in publishable form must be written as part of the project.

RADS-R 414 Sectional Imaging Pathology (3 cr.) P: RADS R404 An in-depth study of general pathology concepts and diseases that affect specific body systems. An emphasis is placed on the appearance of the disease process on sectional images. (Spring)

RADS-R 481 Clinical Practicum: Vascular Imaging (1-6 cr.) Clinical experience in the performance of vascular and neurological imaging studies.

RADS-R 482 Clinical Practicum: Computed Tomography (1-6 cr.) Clinical experience in the performance of computed tomographic imaging studies.

RADS-R 483 Clinical Practicum: Magnetic Resonance Imaging (1-6 cr.) Clinical experience in the performance of magnetic resonance imaging studies.

RADS-R 484 Clinical Practicum: Ultrasound Imaging (1-6 cr.) Clinical experience in the performance of ultrasound imaging studies.

RADS-R 485 Clinical Practicum (1-6 cr.) Clinical experience in medical imaging studies. Specific area of expertise will be determined by availability of instructor.

RADS-R 490 Fundamentals in Ultrasound (4 cr.) Introduces the student to the basic ultrasound environment and basic ultrasound concepts. (Fall)

RADS-R 491 DMS Imaging - Abdomen / Small Parts (5 cr.) P: R490, R404 Introduces the student to normal and abnormal anatomy and physiology of the abdomen and small parts as imaged in ultrasound. (Spring)

RADS-R 492 DMS Imaging - Obstetrics / Gynecology (5 cr.) P: R490, R404 Introduces the student to normal and abnormal anatomy and physiology found in obstetrics and gynecology as imaged in ultrasound. (Spring)

RADS-R 493 Ultrasound Physics (4 cr.) P: R495 Introduces the student to physics as it applies to the sound wave. (Fall)

RADS-R 494 DMS Clinical Practicum I (6 cr.) P: R490, R404 Introduces the student to the ultrasound department in the clinical setting. Students will learn to apply knowledge learned in the classroom to a real life setting. (Spring)

RADS-R 495 DMS Clinical Practicum II (6 cr.) P: RADS R491, RADS R492, RADS R494 Designed to increase the student's ability to apply knowledge in the clinical setting. Students will continue learning scanning techniques and processes to performing exams. (Summer)

RADS-R 496 DMS Clinical Practicum III (8 cr.) P: RADS R495 Designed to complete the student's education in clinical applications. (Fall)

REL-R 160 Introduction to Religion in America (3 cr.) Traditional patterns of encounter with the sacred. Secularization of Western culture. Religious elements in contemporary American culture. (Fall, Spring)

REL-R 170 Religion, Ethics and Public Life (3 cr.) Western religious convictions and their consequences for judgments about personal and social morality, including such issues as sexual morality, medical ethics, questions of socioeconomic organization, and moral judgments about warfare. (Fall and Spring)

REL-R 300 Studies in Religion (3 cr.) Selected topics and movements in religion seen from an interdisciplinary viewpoint. May be repeated twice under different titles. (Occasionally)

REL-R 340 Contemporary Religious Thought (3 cr.) Interpretation of human destiny in contemporary religious and antireligious thought. (Occasionally)

SCS-G 400 General Studies Capstone (1-3 cr.) Students prepare a portfolio combining an assessment center experience with academic accomplishments. The portfolio will be based on IU Northwest Principles

of Undergraduate Learning. Students will document mastery of: Core Communication/Quantitative Skills, Critical Thinking, Integration/Application of Knowledge, Intellectual Depth, Breadth/Adaptability, Understanding Society, Culture, Values, and Ethics.

SOC-S 161 Principles of Sociology (3 cr.) Nature of interpersonal relationships, societies, groups, communities, and institutional areas such as the family, industry, and religion; social process operating within those areas; significance for problems of personality, human nature, social disorganization, and social change. (Fall, Spring, Summer I, Summer II)

SOC-S 163 Social Problems (3 cr.) P: SOC-S 161. Major social problems in areas such as the family; religion; economic order; crime; mental disorders; civil rights; racial, ethnic, and international tensions. Relation to structure and values of larger society (Fall, Spring, Summer I, Summer II)

SOC-S 164 Marital Relations and Sexuality (3 cr.) Analysis of courtship, marriage, and its alternatives and the basic issues of human sexuality, with an emphasis on contemporary American society (Fall, Spring, Summer I, Summer II)

SOC-S 210 Social Organization (3 cr.) P: SOC-S 161 or consent of instructor. An examination of the question of social order, including the perspectives of structure and function, conflict and change, social systems and institutions. (Occasionally)

SOC-S 215 Social Change (3 cr.) P: SOC-S 161 or consent of instructor. Introduction to theoretical and empirical studies of social change. Explores issues such as modernization; rationalization; demographic, economic, and religious causes of change; reform and revolution. (Fall, Summer)

SOC-S 230 Society and the Individual (3 cr.) P: SOC-S 161 or consent of instructor. Introduction to the concepts, perspectives, and theories of social psychology from the level of the individual to collective behavior. (Fall, Spring, Summer I)

SOC-S 254 Qualitative Field Research (3 cr.) P: SOC-S 161, SOC-S 261, and two courses in anthropology including ANTH-A 104. Covers the most salient aspects of field research, including taking field notes and coding, engaging in participant-observation, taking on a variety of research roles, creating topical guides and conducting in-depth interviews, and writing a publishable-quality research paper. Students must find a suitable setting in which to conduct their semester-long research project. (Fall)

SOC-S 261 Research Methods in Sociology (3 cr.) P: SOC-S 161 or consent of instructor. The logic of scientific work in sociology; theory construction; major research designs, including experiments, sample surveys, and ethnographic field studies; methods of sampling; measurement of variables. (Fall)

SOC-S 262 Statistics for Sociology (3 cr.) P: SOC-S 161 and MATH-M 100. This is a general introduction to the logic of statistics, both descriptive and inferential. Students learn how to use sample data to reach conclusions about a population of interest by calculating confidence intervals

and significance tests. SPSS software is used to produce the appropriate calculations. (Spring)

SOC-S 309 The Community (3 cr.) P: SOC-S 161 or consent of instructor. Introduction to the sociology of community life, stressing the processes of order and change in community organization. Major topics include the community and society, the nonterritorial community, analysis of major community institutions, racial-ethnic differences in community behavior, community conflict, and community problems. (Occasionally)

SOC-S 310 The Sociology of Women in America (3 cr.) P: SOC-S 161 or consent of instructor. A brief survey of the history of women's changing role in America with particular emphasis on women's legal status in this century, persistence of occupational segregation, the organization and growth of the women's movement since 1960, the impact of those changes on the nuclear family, and the female self-image. (Occasionally)

SOC-S 311 Political Sociology (3 cr.) P: SOC-S 161 or consent of instructor. Interrelations of politics and society, with emphasis on formation of political power, its structure, and its change in different types of social systems and cultural-historical settings. (Occasionally)

SOC-S 313 Sociology of Religion (3 cr.) P: SOC-S 161 or consent of instructor. The nature, consequences, and theoretical origins of religion, as evident in social constructions and functional perspectives; the social origins and problems of religious organizations; and the relationships between religion and morality, science, magic, social class, minority status, economic development, and politics. (Occasionally)

SOC-S 314 Social Aspects of Health and Medicine (3 cr.) P: 6 credit hours of sociology. The effects of group characteristics in the causation, amelioration, and prevention of mental and physical illness, and social influences in medical education, medical practice, and hospital administration. (Occasionally— Two-year rotation)

SOC-S 315 Sociology of Work (3 cr.) P: SOC-S 161 or consent of instructor. Treats work roles within such organizations as factory, office, school, government, and welfare agencies; career and occupational mobility in work life; formal and informal organizations within work organizations; labor and management conflict and cooperation; problems of modern industrial workers. (Occasionally)

SOC-S 316 Sociology of the Family (3 cr.) P: SOC-S 161 or consent of instructor. Structure and process of the conjugal family in modern and emerging societies. Focus is on relationships of the family to other subsystems of the larger society and on interaction within the family in connection with those interrelationships. Stress on development of systematic theory. (Fall, Spring, Summer I, Summer II)

SOC-S 317 Social Stratification (3 cr.) P: SOC-S 161 or consent of instructor. Nature, functioning, and maintenance of systems of social stratification in local communities and societies. Correlates and consequences of social class position and vertical mobility. (Occasionally)

SOC-S 320 Deviant Behavior and Social Control (3 cr.) P: SOC-S 161 or consent of instructor. Analysis of deviance in relation to formal and informal social

processes. Emphasis on deviance and respectability as functions of social relations, characteristics of rules, and power and conflict. (Occasionally—Once per year)

SOC-S 325 Criminology (3 cr.) P: SOC-S 161 or consent of instructor. Factors in genesis of crime and organization of criminal behavior from points of view of the person and the group. (Occasionally—Once per year)

SOC-S 328 Juvenile Delinquency (3 cr.) P: 6 credit hours of sociology, or SOC-S 161 and junior standing. Nature and extent of juvenile delinquency; juvenile delinquency and the law; methods of research in juvenile delinquency; delinquency causation; theories and practices of delinquency control. (Occasionally—Once per year)

SOC-S 331 Sociology of Aging (3 cr.) P: SOC-S 161 or consent of instructor. A survey of the demographic, work, retirement, social status, family, and institutional factors associated with life in the later years in modern industrial societies. (Occasionally—Two-year rotation)

SOC-S 335 Race and Ethnic Relations (3 cr.) P: SOC-S 161 or consent of instructor. Racial and cultural contacts, especially in America; factors that determine rate and manner of assimilation; cultural pluralism; theories and conceptual analysis of prejudice; comparative analysis of diverse race relations in different parts of the world. (Occasionally - 2 year rotation)

SOC-S 337 Women and Crime (3 cr.) P: SOC-S 161, at least sophomore standing or consent of instructor. Analysis of traditional and feminist theories of crime. Substantive areas include women's victimization, women's criminality and incarceration, and women working within the criminal justice system. (Occasionally—once per year)

SOC-S 340 Social Theory (3 cr.) P: SOC-S 161 and either SOC-S 210 or SOC-S 215 or consent of instructor. Sociological theory, with focus on content, form, and historical development. Relationships between theories, data, and sociological explanation. (Spring)

SOC-S 398 Internship in the Behavioral Sciences (3 cr.) P: departmental permission required. Open to sophomore, junior, and senior students who, upon approval of the internship coordinator, are placed in cooperating social, welfare, and behavior modification agencies to receive experience as learning paraprofessionals. The department and agency supervise the work. Research and written reports are required. Evaluations by the agency and department will be made. May be repeated for a maximum of 9 credit hours. (Occasionally)

SOC-S 410 Topics in Social Organization (3 cr.) P: 6 credit hours of sociology or consent of instructor. Specific topics announced each semester; e.g., social stratification, formal organizations, urban social organization, education, religion, sport and leisure, medicine, politics, demography, social power, social conflict, social change, comparative social systems. May be repeated three times for credit. (Occasionally)

SOC-S 416 The Family (3 cr.) P: 6 credit hours of sociology. The family as a social institution, changing family folkways, the family in relation to the development of personality of its members, disorganization of the

family, and predicting success and failure in marriage. (Occasionally)

SOC-S 418 The Sociology of Political and Religious Movements (3 cr.) P: 6 credit hours of sociology or consent of instructor. Religious and political movements across the political spectrum will be explored to examine the interrelationships between religious and political social institutions. Transformation of those relationships throughout history will be explored to note the effects of the changing sociopolitical climate in the U.S. on social movement formation and convergence. (Occasionally)

SOC-S 419 Social Movements and Collective Action (3 cr.) P: SOC S215 or consent of department. Change-oriented social and political collective action and consequences for groups and societies. Resource mobilization, historical and comparative analysis of contemporary movements and collective action. (Occasionally)

SOC-S 420 Topics in Deviance (3 cr.) P: 6 credit hours of sociology or consent of instructor. Specific topics announced each semester; e.g., crime, juvenile delinquency, law enforcement, corrections, mental illness, sexual deviance, drug use, violence, and physical disability. May be repeated three times for credit. (Occasionally)

SOC-S 431 Topics in Social Psychology (3 cr.) P: SOC S161 and ANTH A104 or consent of instructor. R: SOC S230. Specific topics announced each semester, e.g., socialization, personality development, small-group structures and processes, interpersonal relations, language and human behavior, attitude formation and change, collective behavior, public opinion. May be repeated three times for credit with a different topic. (Occasionally)

SOC-S 441 Topics in Social Theory (3 cr.) P: SOC S161 and an additional course in sociology, or consent of instructor. R: SOC S215. Specific topics announced each semester; e.g., structuralism, evolutionary theory, symbolic interaction theory, functionalism, social action theory, exchange theory, history and development of social theory, sociology of knowledge. May be repeated three times for credit. (Fall—odd years)

SOC-S 447 Theories of Social Change (3 cr.) P: 6 credit hours of sociology or consent of instructor. Idea of progress; linear philosophy of history; social and cultural evolution; contemporary theories. (Occasionally)

SOC-S 450 Topics in Methods and Measurement (3 cr.) P: SOC S261, SOC S262; or consent of instructor. Specific topics announced each semester; e.g., logic of inquiry, model construction and formalization, research design, data collection, sampling, measurement, statistical analysis. May be repeated three times for credit with a different topic. (Occasionally)

SOC-S 495 Individual Readings in Sociology (1-6 cr.) Prior arrangement, usually in conjunction with honors work. (Independent study and internship program.) (Fall, Spring, Summer I, Summer II)

SPAN-S 100 Elementary Spanish I (4 cr.) Introduction to present-day Spanish, basic structural patterns, functional

vocabulary, and selected aspects of Hispanic civilizations and cultures. (Fall, Spring, and Summer I)

SPAN-S 150 Elementary Spanish II (4 cr.) P: SPAN S100 or equivalent Introduction to present-day Spanish, basic structural patterns, functional vocabulary, and selected aspects of Hispanic civilizations and cultures. (Fall, Spring, and Summer II)

SPAN-S 160 Spanish for Health Care Personnel (3 cr.) Students learn to explain procedures, medication, and diagnoses when faced with a variety of medical situations involving Spanish-speaking patients and families. Through vocabulary, grammar, illustrations, dialogues, exercises, and cultural notes, the course prepares health professionals to communicate better with Spanish-speaking patients. May be taken concurrently with other Spanish language courses, but cannot serve as a replacement for any of these courses and does not satisfy College of Arts and Sciences foreign language requirements. (Occasionally)

SPAN-S 200 Second-Year Spanish I (3 cr.) P: SPAN-S 150 or equivalent. Continuation of SPAN-S 100 - SPAN-S 150, with increased emphasis on communication skills and selected readings on aspects of Hispanic culture. (Fall, Spring, Summer I)

SPAN-S 205 Spanish for Health Care Personnel (3 cr.) P: SPAN S160 or SPAN S100, or equivalent. Students learn to explain procedures, medication, and diagnoses when faced with a variety of medical situations involving Spanish-speaking patients and families. Through vocabulary, grammar, illustrations, dialogues, exercises, and cultural notes, the course prepares health professionals to communicate better with Spanish-speaking patients. May be taken concurrently with other Spanish language courses, but cannot serve as a replacement for any of these courses and does not satisfy College of Arts and Sciences foreign language requirements. (Occasionally)

SPAN-S 230 Cervantes' Don Quixote in Translation (3 cr.) Detailed textual analysis of Cervantes' masterpiece, with readings and class discussion on its relationship to the Renaissance and the development of the world novel. No credit in Spanish. (Occasionally)

SPAN-S 231 Spanish-American Fiction in Translation (3 cr.) Reading and discussion of selected novels and short stories in English translation. Emphasis on cultural values as expressed through the work of representative Spanish-American prose fiction writers. No credit in Spanish. (Occasionally)

SPAN-S 240 Modern Spanish Literature in Translation (3 cr.) Readings from authors such as Unamuno, Cela, Alonso, Garcia Lorca, Jimenez, Perez de Ayala, and Ortega y Gasset. No credit in Spanish. (Occasionally)

SPAN-S 241 Golden Age Literature in Translation (3 cr.) Masterpieces of Spanish literature of the sixteenth and seventeenth centuries. Representative authors include Lope de Vega, Cervantes, Garcilaso, Quevedo, Calderón, Fray Luis de Leon, San Juan de la Cruz, and Góngora. No credit in Spanish. (Occasionally)

SPAN-S 250 Second-Year Spanish II (3 cr.) P: SPAN-S 200 or equivalent. Continuation of SPAN S200, with increased emphasis on communication skills and selected

readings on aspects of Hispanic culture. (Fall, Spring, Summer II)

SPAN-S 251 Modern Spain (3 cr.) The culture of Spain from 1700 to the present: painting, sculpture, architecture, tauromachy, manners, and customs. No credit in Spanish. (Occasionally)

SPAN-S 260 Introduction to Hispanic Film (3 cr.) Hispanic culture in film. Cinematic techniques used to portray Hispanic culture. No credit in Spanish. (Occasionally)

SPAN-S 284 Women in Hispanic Culture (3 cr.) Images, roles, and themes involving women in Hispanic literature. No credit in Spanish. (Occasionally)

SPAN-S 290 Topics in Hispanic Culture (3 cr.) Emphasis on one topic, author, or genre in Hispanic culture. May be repeated once for credit with a different topic. No credit in Spanish. May be repeated once for credit with a different topic. (Occasionally)

SPAN-S 311 Spanish Grammar (3 cr.) P: SPAN-S 250 or equivalent. This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class. (Fall)

SPAN-S 312 Written Composition in Spanish (3 cr.) P: SPAN-S 250 or equivalent. This course integrates the four basic language skills into a structured approach to composition. Some review of selected points of Spanish grammar will be included. Each student will write a weekly composition, increasing in length as the semester progresses. Emphasis will be on correct usage, vocabulary building, and stylistic control. (Spring)

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: SPAN-S 250 or equivalent. Intensive controlled conversation correlated with readings, reports, debates, and group discussions. May be repeated once for credit. May be repeated once for credit (Fall, Summer II)

SPAN-S 323 Introduction to Translating Spanish and English (3 cr.) P: SPAN-S 312 or equivalent. A comparative study of the style and grammar of both languages, with a focus on the difficulties involved in translating. Introduction to the techniques and process of translation through intensive practice. (Occasionally)

SPAN-S 360 Introduction to Hispanic Literature (3 cr.) P: SPAN-S 250 or equivalent. Using fiction, drama, and poetry from Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis. (Fall)

SPAN-S 363 Introduction to Hispanic Culture (3 cr.) P: SPAN-S 250 or equivalent. Introduction to the cultural history of Spanish-speaking countries with the emphasis on its literary, artistic, social, economic, and political aspects. (Occasionally)

SPAN-S 408 Survey of Spanish Literature II (3 cr.) P: SPAN-S 301 - SPAN-S 302. An historical survey of Spanish literature that covers the main current of Spain's literary history in the eighteenth, nineteenth, and twentieth centuries. Readings in prose, poetry, and drama by Larra,

Perez Galdos, Unamuno, Lorca, and other representative writers. (Occasionally)

SPAN-S 409 Topics in Spanish Language (3 cr.)

P: SPAN-S 311 or consent of instructor. Studies in special topics not ordinarily covered in other departmental courses. Topics may include the linguistic analysis of the structure of Spanish (syntax, phonology, morphology), aspects of bilingualism, and language and usage as they pertain to teaching. May be repeated once for credit. (Occasionally)

SPAN-S 410 Contemporary Hispanic Culture and Conversation (3 cr.)

P: SPAN-S 317 or equivalent. Preparation and presentation of oral reports; group discussions. Topic may vary. Goals are to maintain and develop oral proficiency and to examine some aspect of contemporary Hispanic civilization. Written research projects may be required. May be repeated once with permission of instructor. (Occasionally)

SPAN-S 411 Spanish Culture and Civilization (3 cr.)

P: SPAN S360 or SPAN S363 or equivalent. A course to integrate historical, social, political, and cultural information about Spain. (Occasionally)

SPAN-S 412 Spanish America: Cultural Context (3 cr.)

P: SPAN S360 or SPAN S363 or equivalent. A course to integrate historical, social, political, and cultural information about Spanish America. (Occasionally)

SPAN-S 413 Hispanic Culture in the U.S. (3 cr.)

P: SPAN S360 or SPAN S363 or equivalent. The Hispanic heritage of the United States. Hispanic-American art, music, architecture, popular culture, and language. (Occasionally)

SPAN-S 420 Modern Spanish-American Prose Fiction (3 cr.)

P: SPAN S360 or equivalent. Spanish-American prose fiction from late nineteenth-century modernism to the present. (Occasionally)

SPAN-S 421 Advanced Grammar and Composition (3 cr.)

P: SPAN-S 311 - SPAN-S 312 or equivalent. Selected grammar review and intensive practice in effective use of the written language. (Occasionally)

SPAN-S 423 The Craft of Translation (3 cr.)

P: SPAN-S 323 or equivalent. Basic introductory course in translation. The problems and techniques of Spanish/English and English/Spanish translation using a variety of texts and concentrating on such critical areas as stylistics, tone, rhythms, imagery, nuance, and allusion. (Occasionally)

SPAN-S 426 Introduction to Spanish Linguistics (3 cr.)

P: SPAN-S 311 or consent of instructor. General aspects of Spanish linguistics: traditional, descriptive, historical, and dialectal. (Occasionally)

SPAN-S 428 Applied Spanish Linguistics (3 cr.)

P: SPAN-S 311 or consent of instructor. Analysis of linguistics and cultural elements of Spanish phonology, morphology, syntax, and semantics as they bear on teaching. (Occasionally)

SPAN-S 435 Literatura chicana y puertorriquera (3 cr.)

P: SPAN S360 or equivalent. Reading and discussion of works produced in Spanish by representative Chicano, Puerto Rican, and Cuban authors of the United States.

Cultural values and traditions that are reflected in the oral and written literature will be studied. (Occasionally)

SPAN-S 470 Women and Hispanic Literature (3 cr.)

P: SPAN S360 or equivalent. The Hispanic woman and her cultural context as seen through literary texts. Topics include female authors, images of women in literature, and feminist criticism. (Occasionally)

SPAN-S 474 Hispanic Literature and Society (3 cr.)

P: SPAN S360 or equivalent. Writers and their works within the social, political, economic, and cultural context. Specific topic to be announced in the Schedule of Classes. (Occasionally)

SPAN-S 479 Mexican Literature (3 cr.)

P: SPAN S360 or equivalent. Mexican literature from independence to present. (Occasionally)

SPAN-S 490 Topics in Hispanic Literature (3 cr.)

P: SPAN S360 or equivalent. Examination of various areas of Spanish and Spanish-American literature. May be repeated for credit as topics change. Specific topic to be announced in Schedule of Classes. (Occasionally)

SPAN-S 494 Individual Readings in Hispanic Studies (1-3 cr.)

P: consent of department May be repeated. (Fall, Spring)

SPAN-S 495 Hispanic Colloquium (3 cr.)

Topic to be selected by the faculty member offering the course. May be repeated twice for credit as long as the topic is different.

SPCH-S 121 Public Speaking (3 cr.)

Theory and practice of public speaking: training in thought processes necessary to organize speech content; analysis of components of effective delivery and language. (Fall, Spring, Summer I, Summer II)

SPCH-S 122 Interpersonal Communication (3 cr.)

Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes in dyads and small groups. (Fall, Spring, Summer I, Summer II)

SPCH-S 223 Business and Professional Speaking (3 cr.)

P: SPCH S121 or consent of instructor. Preparation and presentation of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedures. Does not count toward fulfillment of arts and sciences Group III distribution requirements. (Fall, Spring, Summer I, Summer II)

SPCH-S 313 Performance as Communicative Practice (3 cr.)

P: SPCH S121 or S122. Introduction to performance as a communicative practice, focusing on performance as a special artistic mode of communication and performance and as a special class of display events in which the values and symbols of a culture and enacted before an audience.

SPCH-S 322 Advanced Interpersonal Communication (3 cr.)

P: SPCH S122. Advanced consideration of communication in human relationships. Emphasis given to self-concept, perception, language, nonverbal interaction, listening, interpersonal conflict, and communication skills in family, social, and work situations. (Occasionally)

SPCH-S 329 Discussion and Group Methods (3 cr.)

P: SPCH S122 or consent of the instructor. Leadership

and participation in group, committee, conference, and public discussion; logical and psychological aspects of group processes. (Occasionally)

SPCH-S 336 Current Topics in Communication (3 cr.)

P: Junior standing or consent of instructor. Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit. (Occasionally)

SPCH-S 398 Independent Study in Speech

Communication (3 cr.) P: Junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by a faculty member before enrolling. May be repeated up to a total of 6 credits. (Occasionally)

SPCH-S 400 Senior Seminar in Speech (3 cr.) P: Senior standing and a minimum of 21 credit hours completed in the major. Study of problems and issues in speech communication. Capstone course. (Spring)

SPCH-S 405 Human Communication Theory (3 cr.)

P: SPCH S121, S122 and junior standing. Survey of contemporary theories of human communication, with emphasis on the nature of theory construction and contribution of allied disciplines to communication theory. (Occasionally)

SPCH-S 414 Topics in Performance Studies and

Cultural Communication (3 cr.) P: SPCH S121 or S122. Examination of the relationship between performance and culture in specific domains of social life and aspects of communicative experience. May be repeated with different topic for a maximum of 6 credit hours.

SPCH-S 424 Empirical Research Methods in Speech Communication (3 cr.)

P: SPCH S121, SPCH S122, junior standing and one mathematics course at the 100-level or above. Focuses on the objective appraisal of behavioral data in the study of speech communication. Introduces the theoretical foundations of empirical social science and offers guidelines for conducting descriptive and experimental studies. (Occasionally)

SPCH-S 427 Cross-Cultural Communication (3 cr.)

P: Junior standing or consent of instructor. A survey study of national, cultural, and cross-cultural communication in theory and practice. (Occasionally)

SPCH-S 440 Organizational Communication (3 cr.)

P: SPCH S223 or consent of instructor. Examination of internal and external communication in business and other professional organizations, with emphasis upon theory, techniques, practices, goals, and the social environment in which such communication exists. (Occasionally)

SPCH-S 450 Gender and Communication (3 cr.)

P: SPCH S121 or SPCH S122 or consent of the instructor. Examines the extent to which biological sex and gender-role orientation and stereotypes influence the process of communication. Focuses on gender differences in decoding and encoding verbal and nonverbal behavior, development of sex roles, cultural assumptions, and stereotypes in communication. Analyzes how the media present, influence, and reinforce gender stereotypes. (Fall, Spring)

SPCH-S 480 Personal Narrative Performance (3 cr.)

P: SPCH S122. This course is designed to increase understanding of the vocabularies, theory, philosophy and empirical knowledge central to the study of narrative communication. Emphasis is placed on performance as a way of knowing and as a method of communication research through gathering, transcribing and re-performing personal narratives.

SPCH-S 490 Profession Practice Internship (3 cr.)

P: Junior or senior standing, 21 credit hours of completed communication courses, a 3.0 grade point average in the major, an overall grade point average of 2.5, faculty supervision, and departmental approval. (Occasionally)

SPEA-E 162 Environment and People (3 cr.)

An interdisciplinary examination of the problems of population, pollution, and natural resources and their implications for society.

SPEA-E 272 Introduction to Environmental Science (3 cr.)

P: Completion of the natural science and mathematics requirements for the bachelor's degree or equivalent, and ECON E103. Statistics may be taken concurrently. Application of principles from the life and physical sciences to the scientific understanding and management of the environment. Emphasis will be placed on (1) the physical and biologic restraints on resource availability and use and (2) the technological and scientific options to solving contemporary environmental problems arising from this use.

SPEA-E 400 Topics in Environmental Studies (3 cr.)

An interdisciplinary consideration of specific environmental topics.

SPEA-H 316 Environmental Health (3 cr.)

An orientation to the broad concerns of environmental and health interactions. Topics considered include vector-control food sanitation, air-quality control, water and wastewater treatment and quality control, solid and hazardous waste management, industrial hygiene, radiation safety, and public safety, as well as related policy and administrative techniques.

SPEA-H 320 Health Systems Administration (3 cr.)

An overview of the U.S. health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.

SPEA-H 322 Principles of Epidemiology (3 cr.)

P: SPEA K300, H455 (Emergency Preparedness) A basic overview of epidemiologic methodology and techniques. Both communicable and chronic disease risk factors will be discussed, along with data acquisition, analysis techniques, and current published epidemiological studies.

SPEA-H 342 Community Health Education (3 cr.)

A study of theory and practice in the field of professional health education; the process of behavioral change is examined; procedures for the planning, delivery, and evaluation of health education practice are considered.

SPEA-H 352 Healthcare Finance 1 (3 cr.)

P: BUS A201. A study of the financial management of health care facilities based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, and budgeting and cost

control, as well as accounting and evaluation of short- and long-term debt will be examined.

SPEA-H 371 Human Resources Management in Health Care Facilities (3 cr.) This introductory course will provide a discussion of the management function, which is concerned with the intelligent acquisition, development, and use of human resources in the diverse field of health care delivery. Aspects of labor relations that relate to this field will be presented.

SPEA-H 402 Hospital Administration (3 cr.) P: SPEA H320. The study of organization, structure, function, and fiscal operations within hospitals. The role of the hospital in the community, relationship to official and voluntary health agencies, coordination of hospital departments, and managerial involvement will be examined.

SPEA-H 411 Chronic and Long-Term Care Administration (3 cr.) Nursing home regulations, legal aspects, and insurance; personnel management; medical records; diet and food service; rehabilitation; nursing services; psychiatric aspects in handling of geriatric patients; professional standards; use of volunteer groups.

SPEA-H 416 Environmental Health Policy (3 cr.) P: Permission of instructor. Course is intended for intensive study of selected problems in the area of environmental health management. Enrollment for students having completed field experience in this area and for others with appropriate background and interests.

SPEA-H 441 Legal Aspects of Health Care Administration (3 cr.) An overview of the liability and legal responsibility, as well as legal recourse that health care facilities may exercise. This course will discuss policies and standards relating to health facility administration. Included in this course is a discussion of financial aspects unique to the hospital/health care facility environment, such as third-party payments and federal assistance.

SPEA-H 455 Topics in Public Health (1-3 cr.) Extensive discussion of selected topics in public health. The topic may change from semester to semester per resource availability and student demand.

SPEA-H 465 Public Health Practicum (3 cr.) P: Senior standing. Supervised orientation, observation, and instruction with local and state level health-related agencies and facilities. Primary emphasis will be placed on the student's area of concentration.

SPEA-H 466 Public Health Field Experience (1 cr.) P: SPEA H465. Supervised advanced training in professional and technical functions in public health functions. Individualized programs may be arranged to suit the student's area of concentration.

SPEA-H 474 Health Administration Ethics Seminar (3 cr.) P: SPEA H320, H322, H441, V450 (Health Disparities) and senior standing or permission of instructor. This course will examine current issues in public health and governmental and private initiatives to resolve these issues.

SPEA-H 501 U.S. Health Care Systems, Policies, and Ethical Challenges (3 cr.) Study of the individual and social determinants of health and disease, as well as the nature of the disease intervention process and provider

and consumer roles. Description and analysis of resource, process, and control components involved in delivery of health services. Particular emphasis on quality care assessment, epidemiology, and medical terminology.

SPEA-H 503 Principles of Health Systems Management and Policy Development (3 cr.)

Examination of the functional role, organization, and structure of the health system, its components, and their organizational interrelationships. Course provides a broad conceptual framework for the delivery of health services through various organizations, and provides an opportunity to visit and to study a variety of health services systems components.

SPEA-H 504 Quantitative Health Planning Methods (3 cr.) P: SPEA H501, SPEA H503. An examination of health planning theory, methods, and techniques, including quantitative and subjective forecasting, determination of health service area, identifying need/demand for health services, health resource allocation decision models, and standards for the design of services and facilities.

SPEA-H 505 Health Program Design, Implementation, and Evaluation (3 cr.) P: SPEA H501, SPEA H503, SPEA H504. Study and application of techniques to conduct, interpret, and present the design, implementation, and evaluation of health services programs. Includes collecting, analyzing, interpreting, and reporting information. Emphasis on computer utilization and statistical analysis as a management tool. Field project required.

SPEA-H 514 Health Economics (3 cr.) P: 3 credit hours of undergraduate economics or permission of instructor. Examines the principles and application of economic analysis in the health field and the economist's approach to health care issues; provides insights offered by economic analysis of specific health issues and problems.

SPEA-H 515 Seminar in Health Policy: Special Topics (3 cr.) An examination of public policy-making in the health care sector since 1900, with emphases on policy analysis, process of governmental regulation, and character of American institutions. Special attention will be given to the constitutional, jurisprudential, legislative, and bureaucratic features of the American health care environment.

SPEA-H 516 Health Services Delivery and the Law (3 cr.) Medical-legal concepts related to hospitals and other health services organizations. Course provides an in-depth understanding of the relationships of the law and the legal processes affecting the health services system. Presentation of the elements of administrative and agency processes, torts, contracts, facilities, physicians, patients, and personnel.

SPEA-H 517 Public Health Epidemiology (3 cr.) An examination of basic epidemiology methods such as the design, administration, and analysis of observational and experimental studies involving human subjects. Emphasis will be on the application of epidemiology techniques, the assessment of health hazards and health requirements, as well as the evaluation of the effectiveness of health-related programs.

SPEA-H 518 Public Health Statistics (3 cr.) This course presents data, description, and other statistical procedures used in the analysis of public health data. Topics include demographic techniques, life tables, hypothesis testing, and construction of confidence intervals. Standard statistical techniques such as contingency table analyses, analyses of variance, and regression analyses as applied to health research and program evaluation are also addressed.

SPEA-H 601 Hospital Organization and Management (3 cr.) Study of the organization and management of hospital clinical, support, and administrative functions; examination of performance evaluation techniques for health managers; analysis of special operational problems; administrative ethics; requirements of the Joint Commission Accreditation of Hospitals emphasized.

SPEA-H 602 Mental Health Services Organization and Management (3 cr.) Study of the organization and systems for delivery of mental health services; emphasis on the management and the financing of psychiatric services.

SPEA-H 603 Nursing Home Organization and Management (3 cr.) Study of the purpose, organization, and management of nursing homes, personal and residential care facilities, and institutions needing long-term specialty treatment. Emphasis on personal and professional skills necessary to provide a wide range of services and quality care in those environments.

SPEA-H 604 Ambulatory Care/Managed Care Programs (3 cr.) Study of the organizational and managerial aspects of ambulatory health services delivery. Focus on delivery strategies and organizational models and on the operational issues of financial control, personnel, regulation, and evaluation.

SPEA-J 101 American Criminal Justice System (3 cr.) Introduction to the criminal justice system of the United States and its function in contemporary society

SPEA-J 102 Special Issues in Criminal Justice (3 cr.) Course examines selected aspects of the causes and characteristics of crime in America. Reviews three components of the American criminal justice system: law enforcement, courts, and corrections. Focuses on juvenile justice, drugs, terrorism, and international issues, while examining also the delicate balance between community interest and individual rights.

SPEA-J 150 Public Safety in America (3 cr.) The protection of persons and property involves a number of public and private organizations. The course examines the roles that agencies working within fire service, emergency management, criminal justice, and the private security sector play in securing public safety in the United States.

SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.) P: SPEA J101, J102. This course examines the impact of sociological, psychological, biological, and economic theories of crime and the practice of criminal justice. Focus is upon the nature and importance of theory, context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.

SPEA-J 202 Criminal Justice Data, Methods, and Research (3 cr.) P: SPEA J101, J102. Course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

SPEA-J 215 Concepts of Forensic Science (3 cr.) P: SPEA J101, J102. Forensic science and the criminal justice system. Evidence collection and analysis. Forensic chemistry including drugs and trace evidence, biology including blood splatter and DNA, pathology, entomology, anthropology, and forensic science and the law. Credit not given for both SPEA J215 and SPEA J322.

SPEA-J 222 Murder in America: Causes and Consequences (3 cr.) P: SPEA J101, J102. An investigation of homicide in the United States. Focus on the level and nature of homicides as well as domestic homicides, serial, and mass murder, race, ethnicity and gender, drugs and alcohol, school and workplace homicides, investigation, profiling and the death penalty, and homicide prevention and intervention programs.

SPEA-J 260 Topics in Criminal Justice (1-3 cr.) P: SPEA J101, J102. Study of selected issues in criminal justice. Topics vary from semester to semester. May be repeated for credit.

SPEA-J 272 Terrorism and Public Policy (3 cr.) P: SPEA J101, J102. This course surveys terrorism in democratic societies, with an emphasis on public policy responses designed to combat terrorism. Overview of terrorist organizations in various countries are interspersed with analyses of significant terrorist events and public policies, and legal and public safety responses the events create.

SPEA-J 275 Diversity Issues in Criminal Justice (3 cr.) P: SPEA J101, J102. This course examines the influence of diversity issues such as race, ethnicity, class, and gender on crime and the treatment of the underrepresented groups throughout the American criminal justice system.

SPEA-J 301 Substantive Criminal Law (3 cr.) P: SPEA J101, J102, J201, J202. The development, limitations, and application of substantive criminal law using the case-study method.

SPEA-J 302 Procedural Criminal Law (3 cr.) P: SPEA J101, J102, J306. Criminal law application and procedure from the initiation of police activity through the correctional process using the case-study method.

SPEA-J 303 Evidence (3 cr.) P: SPEA J101, J102, J306. The rules of law governing proof at trial of disputed issues of fact; burden of proof; presumptions and judicial notice; examination, impeachment, competency, and privileges of witnesses; hearsay rule and exceptions; all related as nearly as possible to criminal as opposed to civil process.

SPEA-J 304 Correctional Law (3 cr.) P: SPEA J101, J102. Legal problems from conviction to release:

presentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

SPEA-J 305 Juvenile Justice (3 cr.) P: SPEA J101, J102. This course is designed to provide an overview of the justice system's response to abused, neglected, and dependant children, juvenile misconduct; and delinquent behavior. An extensive review of the development of recent legal changes to the court, options for prevention, treatment of juvenile offenders, and possible system reforms.

SPEA-J 306 The Criminal Courts (3 cr.) P: SPEA J101, J102, J201, J202. An analysis of the criminal justice process from prosecution through appeal. The organization and operation of felony and misdemeanor courts are examined. Topics include prosecutorial decision making, plea-bargaining, judicial selections, the conduct of trials, sentencing, and appeal.

SPEA-J 310 Introduction to Administrative Processes (3 cr.) P: SPEA J101, J102. Introduction to principles of management and systems theory for the administration of criminal justice agencies. Credit not given for both SPEA J310 and V270.

SPEA-J 312 White Collar Crime (3 cr.) P: SPEA J101, J102. White collar crime is an examination of the definitions, theories, laws, and policy responses that shape crimes by corporations, government agencies, professionals, and others engaged in legitimate occupations.

SPEA-J 320 Criminal Investigation (3 cr.) P: SPEA J101, J102. Theory of investigation, crime scene procedures, interviews, interrogations, surveillances and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.

SPEA-J 321 American Policing (3 cr.) P: SPEA J101, J102, J201, J202. A broadly based study of the operations and interrelationships of the American policy system, including discussion of the limitations of the police function, interjurisdictional matters, and intra-agency processes.

SPEA-J 322 Introduction to Criminalistics (3 cr.) P: SPEA J101, J102. Evidence developed through the investigative process and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

SPEA-J 331 Corrections (3 cr.) P: SPEA J101, J102, J201, J202. A survey of contemporary correctional systems including analysis of federal, state, and local correction; adult and juvenile facilities and programs; probation and parole.

SPEA-J 355 Global Criminal Justice Perspectives (3 cr.) P: SPEA J101, J102. An international review of select criminal justice perspectives and systems within the primary legal traditions of common, civil, Islamic, and social systems, as well as those that do not fit into established categories, such as Native American and African tribal justice.

SPEA-J 370 Seminar in Criminal Justice (3 cr.) P: SPEA J101, J102. Selected contemporary topics in criminal justice. May be repeated for credit.

SPEA-J 376 Principles of Public Safety (3 cr.) P: SPEA-J 101, J102. Examination of threats to public safety and governmental response at various levels to those threats. Treatment of such areas as transportation and highway threats; occupational safety and health; criminal threats; emergency and disaster planning; consumer protection; and fire control and suppression. Discussion of techniques to identify and measure risk, the acceptability of risk, and governmental attempts to control risk.

SPEA-J 380 Internship in Criminal Justice (3 cr.)

P: Permission of instructor. Open to interested students who qualify upon approval of the faculty. Students may be placed with various criminal justice agencies for assignment to a defined task relevant to their educational interests. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. May be repeated for credit. Course is graded S/F (satisfactory/fail).

SPEA-J 410 Criminal Justice and Information Systems (3 cr.) P: SPEA J101, J102. Records, their use, maintenance, analysis, and interpretation. Use of computer applications and other automated techniques and devices in the criminal justice system.

SPEA-J 433 Institutional Corrections (3 cr.) P: SPEA J101. The history and development of the jail, penitentiary, prison, and reformatory. Analysis and evaluation of contemporary imprisonment.

SPEA-J 439 Crime and Public Policy (3 cr.) P: All criminal justice concentration courses, senior standing and instructor consent. A detailed examination of the major efforts designed to control or reduce crime. A review of existing knowledge is followed by an investigation of current crime control theories, proposals, and programs.

SPEA-J 440 Corrections in the Community (3 cr.)

P: SPEA J101, J102. A detailed analysis of correctional alternatives to incarceration that focus on the reintegration of the offender while remaining in the community. Because of their extensive use, considerable attention is given to probation and parole. Other topics include diversion community residential programs, restitution halfway houses, and home detention.

SPEA-J 445 Trends in Correction (3 cr.) P: SPEA J101, J102. Analysis and evaluation of contemporary correctional systems. Discussion of recent research concerning the correctional institution and the various field services.

SPEA-J 460 Police in the Community (3 cr.) P: SPEA J101, J102. In-depth examination of crime as an urban policy problem, focusing on the role of police and victims in defining crime as a policy problem, and their roles in seeking to reduce the incidence of crime.

SPEA-J 470 Senior Seminar in Criminal Justice (3 cr.)

P: SPEA J101, J102, and senior standing or consent of department. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.

SPEA-J 480 Research in Criminal Justice (1-6 cr.)

P: junior standing, five courses in criminal justice, and consent of departmental chairperson. Individual research under guidance of faculty member.

SPEA-J 501 Criminological Thought and Policy (3 cr.)

This course provides an intensive introduction to the theoretical literature on crime and delinquency. Its purpose is to develop students' ability to critically evaluate and compare theories of crime as they apply to public policy and the criminal justice system.

SPEA-J 502 Research Methods in Criminal Justice and Public Affairs (3 cr.)

This course examines research techniques necessary for systematic analysis of the criminal justice system, offenders' behavior, crime trends, and program effectiveness. The course requires that students actively pursue such techniques as conducting interviews, coding data, and designing studies. Criminological research will be critically examined.

SPEA-J 550 Topics in Criminal Justice and Public Safety (3 cr.)

Selected research and special topics in criminal justice such as violence; history of criminal prosecution; and alcohol, drugs, and crime.

SPEA-J 582 Criminal Justice Systems (3 cr.)

P: SPEA V586. Detailed examination of operations of police, courts, and correctional agencies. Study of management problems in systems response to criminal activity. Development of understanding of interrelationships among system components. Examination of major policy issues in criminal justice with emphasis on decision-making techniques.

SPEA-J 587 Criminal Violation: Problems and Characteristics (3 cr.)

Commonalities in criminal behavior. The criminal act: circumstances leading to commission and subsequent perceptions of them. Family, community, and other environments affecting criminal behavior. Behavioral consequences of crime control processes.

SPEA-J 588 Law and Control in Society (3 cr.)

The role of law versus other forms of social control. How social change and social institutions shape the law. Social factors influencing the administration of law.

SPEA-J 666 Criminal Justice Policy and Evaluation (3 cr.)

An empirical assessment of the foundations of contemporary and historical attempts to control or prevent crime. Major policies, programs, and strategies are reviewed and critically analyzed. Specific topics and policies will vary in this capstone seminar.

SPEA-J 682 Planning and Management for Criminal Justice and Public Safety (3 cr.)

P: SPEA J582. A seminar addressing selected issues in criminal justice. Topics may include management, planning, organized crime, juvenile delinquency, law enforcement, courts, corrections, and other issues. Topics will vary each semester. Different sections may address different topics. The course may be taken more than once.

SPEA-K 300 Statistical Techniques (3 cr.)

P: MATH M014 or equivalent. R: MATH M118. Introduction to statistics; nature of statistical data; ordering and manipulation of data; measures of central tendency and dispersion; elementary probability. Concepts of statistical inference and decision: estimation and hypothesis testing. Special topics include regression and correlation, analysis of variance, nonparametric methods.

SPEA-V 100 Current Topics in Public Affairs (1-3 cr.)

Readings and discussions of current public issues and

problems. May be repeated for credit with different topics.

SPEA-V 170 Introduction to Public Affairs (3 cr.)

Broad coverage of public affairs through critical and analytical inquiry into policy making at national and international levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

SPEA-V 252 Career Development and Planning (3 cr.)

P: SPEA J101, V170. Course highlights include identification of work values and personality preference, a career research assignment, networking assignments designed to prepare students for contact with employers, in-depth tutorial and feedback concerning how to craft a marketable resume and cover letter, and development of an overall career plan.

SPEA-V 260 Topics in Public Affairs (3 cr.)

Selected topical courses that are specifically chosen as appropriate to fulfill the SPEA requirement of "public affairs option." Topics vary from semester to semester.

SPEA-V 261 Computers in Public Affairs (3 cr.)

An introduction to computer applications in public affairs. Topics include basic terminology, core concepts, and issues associated with managing operating systems, designing networks, and applying user information technology to public affairs problems. Issues of security and ethics in computing are also considered.

SPEA-V 263 Public Management (3 cr.)

Managers in the public sector must operate under special constraints that are different from those in the private sector. This course examines the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effects of the intergovernmental environment, and peculiar problems of management in a democratic, limited government system.

SPEA-V 264 Urban Structure and Policy (3 cr.)

An introduction to urban government and public policy issues. Topics include urban government structure, intergovernmental relations, social and demographic trends in urban patterns, urban economic structure, selected urban problems, and policy alternatives.

SPEA-V 270 Survey of Administrative Techniques (3 cr.)

Introduction to principles of supervisory management and systems theory for the administration of public agencies. Credit not given for both SPEA V270 and SPEA J310.

SPEA-V 340 Urban Government Administration (3 cr.)

Structure of local government in the United States, federalism and intergovernmental relations, policy problems faced by local officials, and the implications of those problems for local government and administrators.

SPEA-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.)

P: BUS A201 or consent of instructor. No previous knowledge of accounting is assumed. An introduction to government accounting, including comparison with accounting for the private sector, intended as background for use of financial administrators. The course deals primarily with municipal accounting. It also includes accounting by and for the

federal government, auditing practices, and financial reporting.

SPEA-V 348 Management Science (3 cr.) P: MATH M118 or MATH M125, SPEA K300. Introduction to management science models and methods for policy analysis and public management. Methods include decision analysis, linear programming, queuing analysis, and simulation. Computer-based applications are included. Prior familiarization with computers (e.g., CSCI C201) is recommended, though not required.

SPEA-V 352 Personal Career Planning (1 cr.) P: Junior standing. Investigation of careers, the world of work, and the career planning process. The focal point is the student and his/her goals. Provides assistance in developing practical, meaningful, and realistic insight into the nature of making a public-career choice in today's world. Course is graded S/F (satisfactory / fail).

SPEA-V 365 Urban Development and Planning (3 cr.) P: SPEA K300 and SPEA V264. This course identifies the major problems associated with urban development in the United States and investigates the potential of public planning strategies and tools to deal with those problems. An emphasis is placed on the application of analytical approaches to problem definition and solution.

SPEA-V 366 Managing Behavior in Public Organizations (3 cr.) This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.

SPEA-V 368 Managing Government Operations (3 cr.) Application of analytical techniques to operating decisions in public sector management. Cases are used extensively to illustrate the application of techniques such as charting, capacity and demand analysis, forecasting, performance measurement, decision analysis, queuing/simulation, Markov modeling, and cost-effective analysis to design, scheduling, inventory, assignment, transportation, and replacement decisions.

SPEA-V 372 Government Finance and Budgets (3 cr.) P: Junior standing. Study of fiscal management in public agencies, including revenue administration, debt management, and public budgeting.

SPEA-V 373 Human Resource Management in the Public Sector (3 cr.) P: Junior standing or permission of instructor. The organization and operation of public personnel management systems with emphasis on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.

SPEA-V 375 Emergency Services Administration (3 cr.) An overview of management principles and functional components of Emergency Medical Service systems.

SPEA-V 376 Law and Public Policy (3 cr.) The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The major objective of the course is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

SPEA-V 377 Legal Process and Contemporary Issues in America (3 cr.) P: SPEA V376. An introduction to the American legal system, including the Constitution, courts system, and administrative law in federal and state agencies. Readings and discussion center on current issues affected by the legal process.

SPEA-V 380 Internship in Public and Environmental Affairs (1-6 cr.) P: Permission of instructor. Open to interested students upon approval of faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours.

SPEA-V 390 Readings in Public and Environmental Affairs (1-3 cr.) P: Permission of instructor. Independent readings and research related to a topic of special interest to the student. Written report required.

SPEA-V 421 Metropolitan Development (3 cr.) Discussion of the process of development in metropolitan regions. Includes topics such as economic development, land-use evolution, and demographic change. Consideration of relevant policy issues.

SPEA-V 432 Labor Relations in the Public Sector (3 cr.) An introductory overview of labor relations in the public sector. Course includes the development, practice, and extent of the collective bargaining process and administration of the labor agreement by state and local governments.

SPEA-V 442 Topics - Budgeting or Cost/Benefit (3 cr.) P: SPEA V372 or permission of instructor. Comprehensive study of techniques of public fiscal management, primarily at the state and local level, and discussion of current issues. May be repeated for different topics.

SPEA-V 444 Public Administrative Organization (3 cr.) A review of research findings and analysis of the operation of public agencies and their performance.

SPEA-V 447 Federal Budget Policy (3 cr.) Examination of the institutions and processes involved in putting together the annual federal budget, with emphasis on the role of the Appropriations and Budget Committees in Congress and the White House and Office of Management and Budget in the executive branch. Selected major policy areas will be considered.

SPEA-V 449 Senior Policy Seminar (3 cr.) P: SPEA V348. Discussion of the role of policy analysts in government. Applications of analytical tools to substantive policy areas such as transportation, community development, education, poverty, manpower, and health.

SPEA-V 450 Contemporary Issues in Public Affairs (1-3 cr.) Extensive analysis of selected contemporary issues in public affairs. Topics vary from semester to semester. May be repeated for different topics.

SPEA-V 461 Computer Applications in Public Affairs (3 cr.) P: CSCI 0201 or SPEA K201, SPEA K300, SPEA V348, and senior standing. This course provides students with the essentials of computer hardware and software needed to operate effectively in a public sector environment. The course will emphasize public sector

applications using software packages on microcomputers and minicomputers.

SPEA-V 468 Research Methods in the Applied Social Sciences (3 cr.) This course will introduce the student to the basic methods, issues, analytical techniques, and ethical considerations of evaluation research.

SPEA-V 472 Policy Processes in the U.S. (3 cr.)

P: Senior standing and completion of two SPEA core courses. Intended as an integrative senior course, primarily for SPEA students. Course content includes analytic perspectives of the policy process, the centers of policy, and the public interest. Selected cases involving problem analysis and decision making on public issues are included, as well as discussion of current policy issues.

SPEA-V 473 Management Leadership and Policy (3 cr.)

P: All public affairs core courses, senior standing and instructor consent The purpose of this seminar is to provide students with an opportunity to apply the techniques they have learned to actual situations. Special attention will be paid to feasible as contrasted to desirable solutions. Emphasis will be given to the contextual factors involved in developing feasible solutions.

SPEA-V 490 Directed Research in Public and Environmental Affairs (1-3 cr.) To be arranged with the individual instructor and approved by the chairperson of the undergraduate program.

SPEA-V 499 Honors Thesis (3 cr.) Required of seniors in the Honors Program. Research and paper to be arranged with individual instructor and approved by the campus SPEA Honors Program director. May be repeated for credit.

SPEA-V 500 Quantitative Tools for Public Affairs (3 cr.) A modular presentation of mathematical and statistical concepts designed to prepare students for SPEA V506. Representative module topics include basic algebraic concepts, basic statistical concepts, probability, computer use, and matrix algebra.

SPEA-V 502 Public Management (3 cr.) P: Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and the management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

SPEA-V 504 Public Organizations (3 cr.) The course focuses on the behavior and theory of public organizations in four areas: individuals and groups in public organizations, the design of public organizations, organization-environment relations, and interorganizational relations.

SPEA-V 506 Statistical Analysis for Effective Decision Making (3 cr.) P: mathematics and computing foundation. Noncalculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis, analysis of variance, regression, and other statistical techniques. Computer processing of data emphasized.

SPEA-V 507 Data Analysis and Modeling for Public Affairs (3 cr.) P: SPEA V506. This course is a graduate-

level introduction to modeling complex systems, estimating parameters of models of the basis of data, forecasting future values of the system, and testing hypotheses about the nature of things within that context.

SPEA-V 508 Topics in Quantitative Analysis (1-3 cr.)

P: consent of instructor. Study and application of selected quantitative methods of analysis. Additional topics that are not included in SPEA V506 or SPEA V507 may be presented, or more advanced examination of topics that are introduced in SPEA V506 and SPEA V507 may be undertaken.

SPEA-V 509 Administrative Ethics in the Public Sector (3 cr.)

Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, codes of ethics, policy making, morality, politics, and whistle blowing. Case studies and media material will be used to illustrate these and other such issues affecting the workplace.

SPEA-V 512 Public Policy Process (3 cr.)

An examination of the role of public affairs professionals in policy processes. Focuses on relationships with political actors in various policy arenas.

SPEA-V 516 Public Management Information Systems (3 cr.)

The economic, social, demographic, technological, and political data necessary for the effective analysis and management of public services. The formation and classification of information on public programs and services. The organization, gathering, storage, and retrieval of complex data banks. The assessment of public organizational data needs.

SPEA-V 517 Public Management Economics (3 cr.)

Application of microeconomics concepts and techniques—including cost, elasticity, pricing, wage determination, and cost-benefit analysis—to public management and public issues and concerns. The course is designed to provide a managerial economics perspective to decision making.

SPEA-V 518 Intergovernmental Systems Management (3 cr.)

Discussion of theories and approaches to systems management including responsibilities and tasks of public systems. Examination of intergovernmental relationships such as nationalstate-local relationships and intralocal governmental relationships, treatment of organizational and systems design as well as planning, decision making, and control of public systems. Discussion of applications to services such as environment, health, and human services.

SPEA-V 520 Environmental Policy Analysis (3 cr.)

The interrelationships among social, technical, and natural systems. Theories of growth. Causes and implications of environmental problems. Alternative policies and mechanisms for environmental control and bases for choice.

SPEA-V 521 The Nonprofit and Voluntary Sector (3 cr.)

The theory, size, scope, and functions of the nonprofit and voluntary sectors are covered from multiple disciplinary perspectives including historical, political, economic, and social.

SPEA-V 522 Human Resource Management in Nonprofits (3 cr.)

Effective human resource management is vital for the long-term success of nonprofit organizations. This course explores the attachments of

participants in nonprofit organizations, the motivational and personnel programs required by these attachments, and the managerial strategies for effective human resource management.

SPEA-V 525 Management in the Nonprofit Sector (3 cr.) An examination of nonprofit (third-sector) organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is upon U.S. organizations, but attention is given to the global nature of the sector.

SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.) This course emphasizes a thorough understanding of the language and key concepts of nonprofit financial management. A working knowledge of the basic analytical tools used in financial decision making for nonprofit organizations will be examined through the use of computer software.

SPEA-V 529 Seminar in Career and Professional Development (1 cr.) Introduction to career development in public and environmental affairs. Orientation to career development approaches and resources. Discussion and practice of professional skills and techniques. Orientation to career development opportunities. Course is graded S / F.

SPEA-V 532 Urban Decision Making (3 cr.) Administrative decision making against the background of urban politics, power structures, bureaucracies, commercial and industrial interests, and citizen participation.

SPEA-V 539 Management Science for Public Affairs (3 cr.) P: SPEA V506. Focus on management science methods applied to public policy analysis. Includes treatment of decision theory, constrained optimization and probability/simulation modeling.

SPEA-V 540 Law and Public Affairs (3 cr.) P: SPEA V506. Explanation of law in society and its influence on public sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizen rights, among others.

SPEA-V 542 Governmental Financial Accounting and Reporting (3 cr.) P: SPEA V560 or consent of instructor. An introduction to the fundamentals of accounting in business, not-for-profit, and public sectors. Intended only for students without previous accounting courses. Primary emphasis is on municipal entity fund accounting, including the development and use of financial statements.

SPEA-V 543 Health Services Management (3 cr.) A course that integrates theory and application with respect to management of health service organizations. Emphasis on the role of managers and management within formal health service organizations. Current management and organizational theory are applied to an understanding of health care delivery settings.

SPEA-V 545 The U.S. Health Care System (3 cr.) An analysis of delivery of health care in the United States from 1900 to the present. Major system components are defined and studied with emphasis on current health care policy. Topics include the organization of health care

delivery on federal, state, and local levels, both in public and private sectors.

SPEA-V 546 Health Services Utilization (3 cr.) An examination of problems of access to health care and the utilization of health services. The social, political, and individual factors associated with utilization are studied along with social change and control strategies. Special emphasis is given to power and the definition of power in the system.

SPEA-V 550 Topics in Public Affairs (3 cr.) Selected research and discussion topics organized on a semester-by-semester basis, usually with significant student input in the course design.

SPEA-V 554 Human Services Administration (3 cr.) Focus is on policy, management, and organization relating to a variety of humanservice systems. Special attention is given to the management of social programs in the environmental systems.

SPEA-V 556 Topics in Human Services Administration (3 cr.) Readings and research on selected topics in the field of the management of human services. Topics selected for study will vary.

SPEA-V 557 Proposal Development and Grant Administration (3 cr.) This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposals.

SPEA-V 558 Fund Development for Nonprofits (3 cr.) Important aspects of the fund raising process in nonprofit organizations are covered, including techniques and strategies for assessing potential sources of support; effective use of human resources; process management; theory to underlay practice; analysis of current practice; practice standards; and discussion of ethical problems.

SPEA-V 560 Public Finance and Budgeting (3 cr.) The fiscal role of government in a mixed economy, sources of public revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

SPEA-V 561 Public Human Resources Management (3 cr.) Discussion of the selection and management of personnel. Personnel systems and the role of the merit system in government. Emphasis on public labor relations and continuous training of personnel for professional development.

SPEA-V 562 Public Program Evaluation (3 cr.) Examination of how the programs of public agencies are proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.

SPEA-V 563 The Planning Process (3 cr.) Seminar designed to familiarize students with planning ramifications of policy issues faced by governments. The focal topics selected for study will vary. Emphasis placed on identification and analysis of substantive issues,

methods employed for resolution, and application or planning techniques for achieving goals.

SPEA-V 564 Urban Management (3 cr.) The course deals with the management of public policy in American urban government, with special attention to the relationship of structure, process, and policy. Readings and case studies will focus on urban management problems relating to leadership, planning, and operations.

SPEA-V 566 Executive Leadership (3 cr.) Analysis of executive leadership within the context of public organization in the United States. Examines the role of public managers and the principles and factors that affect their actions in light of current research and practice.

SPEA-V 567 Public Financial Administration (3 cr.)
P: SPEA V560 or consent of instructor. Problems of financial management in governmental units; alternative revenue sources, financial planning and control, cash debt management; survey of modern expenditure management, control and planning.

SPEA-V 568 Management of Urban Government Services (1-3 cr.) P: SPEA V560 or consent of instructor. The course deals with selected topics in urban services. The course may focus on a specific urban service or provide an overview for several urban services.

SPEA-V 570 Public Sector Labor Relations (3 cr.) An introductory overview of labor relations concepts within the framework of the public sector. The development, practice, and extent of the collective bargaining process as well as the administration of the labor agreement will be examined for state agencies, local municipalities, and school districts.

SPEA-V 572 Urban Topics (3 cr.) Selected topics in urban policy and administration. The course is sometimes restricted to a special group of students focusing on a particular research interest.

SPEA-V 575 Comparative Public Management and Administration (3 cr.) Reading and discussion of case studies and comparative analyses of formal organizations with emphasis on governmental bureaucracies, public corporations, and international organizations. Topics include bureaucratic environment and culture, technology and organizations, program evaluation, communication and decision making, and administrative structure and process.

SPEA-V 576 Comparative Approaches to Development (3 cr.) Examination of the application of development theory to the public sector. Topics include modernization theory, urbanization, development administration, community development, ethnicity, ideology, and national planning. Area case study project to include problems of policy implementation in developing areas.

SPEA-V 577 International Economic Development Policy (3 cr.) Examination of topics in international economics as related to problems of economic development policy. Topics include international trade, comparative economic policy, economic integration, foreign aid investment, exchange rates, and international economic organizations.

SPEA-V 579 Readings in Environmental Science (1-3 cr.) Readings on selected topics in environmental science to be arranged with the individual instructor.

SPEA-V 580 Readings in Public Affairs (1-3 cr.) Readings on selected topics in public affairs to be arranged with the individual instructor.

SPEA-V 581 Public Safety Law (1-3 cr.) Survey of historical development of Anglo-American law of public safety, including criminal law, civil remedies, administrative regulation of risk, and recent developments in employee and consumer safety. Emphasis on understanding legal theory and practice as basis for management decisions. Comparison of jurisprudential viewpoints and other disciplinary approaches to causation, prevention, and correction of public safety problems.

SPEA-V 585 Practicum in Public Affairs (1-6 cr.) Open to interested students through the Center for Public Affairs Service-Learning or Field Study Program. Students hold work assignments with public agencies; final product such as a report, oral examination, or examples of materials developed in the practicum is required. Grading is on a satisfactory/ fail basis.

SPEA-V 586 Public Safety in the U.S. (3 cr.) Overview of criminal justice and public safety. Definitions of public safety and identification of major components. Functional description of major public safety agencies. Discussion of basic issues in public safety. Management in public safety system.

SPEA-V 590 Research in Public Affairs (1-3 cr.) Research on selected topics in public affairs to be arranged with the individual instructor.

SPEA-V 593 Analytical Methods in Planning and Policy Analysis (3 cr.) P: SPEA V507. Topics relate to goal setting and forecasting. Analytical methods include time series analysis, demographic projects, economic development and employment forecasting, land use and transportation planning analysis. Optimization methods are applied to transportation and project management.

SPEA-V 595 Managerial Decision Making (1-3 cr.)
P: SPEA V504 and SPEA V539. Applications of decision-making tools to substantive public management problems. A variety of managerial cases and issues are selected for intensive discussion and analysis.

SPEA-V 600 Capstone in Public and Environmental Affairs (3 cr.) Interdisciplinary course designed to give students exposure to the realities of the policy process through detailed analyses of case studies and projects. Course integrates science, technology, policy, and management. Topic may change from semester to semester.

SPEA-V 601 Workshop in Public Affairs (1-6 cr.) Projects in public affairs The students work on a research and resource team to complete a project for a public sector client. Faculty act as project managers and resource personnel.

SPEA-V 602 Strategic Management of Public and Nonprofit Organizations (3 cr.) Concepts, cases, and problem solving associated with the structure and process of strategic management in the public sector, broadly

defined to include governmental and nongovernmental organizations.

SPEA-V 610 Seminar in Government Budget and Program Analysis (1-6 cr.) P: SPEA V560. Advanced study of management aspects of budgetary process. Special cases are analyzed, and budget problem-solving exercises are utilized.

SPEA-V 631 Health Planning (3 cr.) A workshop in analysis and use of health data in a planning context. Course deals with the planning process and methods with an emphasis on systems theory. Class project or plan is developed, presented, and defended in a simulated public-hearing format.

SPEA-V 639 Managing Government Operations (3 cr.) P: SPEA V502 and SPEA V539. This is an introductory survey of operations management. Emphasis is placed on the analysis, design, and management of operation systems using models from operations management. Readings, lectures, and structured exercises are used to present the models and demonstrate their application.

SPEA-V 650 Topics in Public Personnel Management (1-3 cr.) P: SPEA V561. Readings and research on selected topics in the public personnel field. Topics may include such subjects as affirmative action, occupational health and safety, manpower forecasting and planning, and approaches to position classification.

SPEA-V 660 Cases and Problems in Fiscal Administration (3 cr.) P: SPEA V560 or consent of instructor. An advanced seminar in the management aspects of public finance that focuses on the budgetary process. Special cases are analyzed and budget problem-solving exercises are utilized.

SPEA-V 665 Seminar in Policy and Administration (3 cr.) Politics of program development and management. Translation of plans into viable, administrable programs. Marshalling support, political process, strategies, constraints, tradeoffs, etc.

SPEA-V 670 Topics in Public Sector Labor Relations (1-3 cr.) P: SPEA V570 or consent of instructor. Selected research and discussion topics in public sector labor relations arranged on a semester-by-semester basis. Possible topics are collective bargaining in the public sector and dispute settlement in public sector labor relations.

SWK-S 102 Understanding Diversity in a Pluralistic Society (3 cr.) This course covers theories and models that enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group. These groups include, but are not limited to, people of color, women, gay, lesbian, and bisexual persons. This course analyzes the interrelationship of race, class, age, ethnicity, and gender and how these factors influence the social values regarding economic and social justice. (Fall, Spring)

SWK-S 141 Introduction to Social Work (3 cr.) This course is an introduction to the profession of social work and the philosophical, societal, and organizational contexts within which professional social work activities are conducted. It introduces the knowledge, skills and

values of social work as a profession and explores the role of social workers within the broad area of social welfare and social services. Cognitive and interaction skills necessary for competent practice are introduced in this course as is the value base of social work practice and its commitment to social and economic justice. (Fall, Spring)

SWK-S 221 Growth and Human Development in the Social Environment (3 cr.) P: S141 or consent of the instructor

This course builds a foundation for understanding human behavior and development in diverse contexts across the life course. The course emphasizes the interdependence of dynamic interactions between a person and that individual's environment, and thus explores the influences of the biological, social, cultural, psychological and spiritual dimensions on individual human development and behavior. (Fall, Spring)

SWK-S 251 History and Analysis of Social Welfare Policy (3 cr.) P: S141 or consent of the instructor

This course is designed to provide a historical perspective on social Welfare policies and programs and to develop beginning policy analysis skills to identify gaps in the service delivery system and inequitable or oppressive aspects of current policy delivery. Knowledge of the social, political, ideological, and economic contexts of social welfare policies and programs over time is presented. A particular emphasis in this course is the impact of social welfare policies on vulnerable people and advocating for social and economic justice. (Fall, Spring)

SWK-S 305 Introduction to Child Protection (3 cr.)

This course is designed to provide a comprehensive introduction to child abuse and neglect from psychological, social, cultural, legal, and economic perspectives. This course introduces the values and ethics of the social work profession in the child welfare arena, specifically the right of children to appropriate care, to be free of abuse and neglect, and to grow up in a safe environment. (Spring)

SWK-S 306 Crisis Intervention (3 cr.) This course focuses on the increasing number of complex and painful personal, couple, family and community crisis situations encountered by social workers in the course of service delivery. (Fall)

SWK-S 309 Working with Families (3 cr.)

This course is an introduction to marriage and family relationships. It examines the history of families, as well as issues faced by families in today's society. The characteristics of healthy and dysfunctional families are compared. Developmental stages of families and the resultant stress are explored. Students have the opportunity to explore their own family life and the roles they play within their family. (Spring)

SWK-S 322 Small Group Theory and Practice (3 cr.)

P: S221 and formal admission to the major. The course examines the significance of the small group as both the context and means for social development of individuals and as a vehicle for generalist practice. The course covers group theories as well as mezzo practice strategies. This course focuses on group dynamics and practice, with an emphasis on the small group. In addition, the course is designed to enhance students'

effectiveness for group participation and leadership. (Fall, Spring)

SWK-S 331 Generalist Social Work Practice I: Theory and Skills (3 cr.) P or C: S221. This course focuses primarily on the application of basic generalist social work skills that demonstrate an understanding and application of the continuum of social work practice in the helping relationship. The course focuses on the beginning phase of the problem-solving process and related skills using a range of perspectives including strengths, empowerment and person-in-environment perspectives. Topics include the nature of the helping relationship, NASW Code of Ethics, practice as it relates to oppressed groups, assessment, and practice evaluations. (Fall, Spring)

SWK-S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.) P: S231, S251. C: S381. Examination of middle and ending phases of the helping process and related skills. Topics include the helping relationship with various client system sizes, impact of agency policies and procedures upon practice and resolution of clients' challenges, and practice evaluation. (Spring, Summer II)

SWK-S 352 Social Welfare Policy and Practice (3 cr.) P: S251.

This second course in social welfare policy builds on S251 by exploring in depth the current social welfare delivery system at local, regional, and national levels through policy analysis using a variety of frameworks and developing policy practice skills. The course also develops beginning policy practice skills that facilitates social change congruent with social work ethics and the profession's commitment to social and economic justice. (Fall, Spring)

SWK-S 371 Social Work Research (3 cr.) Examination of basic research methods in social work, the relevance of research for social work practice, and selection of knowledge for use in social work. This is the first course in research which provides basic knowledge about research methodology as it applies to social work. Introduces and develops skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. (Spring)

SWK-S 401 Integrative Field Practicum Seminar I (2 cr.) P: All junior level social work courses. C: S481. This course is designed to integrate theoretical material gained from social work practice and theory courses with the realities of practice in the field, which the student will confront and use in her/his practicum placement. This course combines an exploration of social work practice with an exploration of client situations in the environment through instructor and peer discussion. (Fall)

SWK-S 402 Integrative Field Practicum Seminar II (3 cr.) P: All junior level social work courses. C: S482. This second semester of practicum seminar provides a continuing forum for the integration of academic learning with agency-based field placement. Taken as a co-requisite with S482 Social Work Practicum II, this course provides students with educational and administrative

support to synthesize knowledge from all previous social work courses and the experiential learning from field, increases communication between student, liaison, agency, and provides opportunities critical thinking in problem-solving practice challenges, utilizing collaborative conferencing with peers, and transitioning from student to social work practitioner. The seminar includes discussions on selected topics and issues related to the learning experiences in the field (both instructor- and student-initiated) with emphasis on student demonstration of core competencies for generalist social work practice. (Spring)

SWK-S 423 Organizational Theory and Practice within a Generalist Perspective (3 cr.) P: all junior-level social work courses This course provides the theoretical and conceptual foundation for understanding organizational functioning and behavior, and introduces the knowledge and skills necessary for generalist social work practice and leadership within an organizational context. (Fall)

SWK-S 433 Community Behavior and Practice (3 cr.) P: All junior level social work courses. S472, S482, S402 OR C: S472, S482, S402 This course provides the theoretical foundation about community functioning and behavior and the knowledge and skills of community interventions geared to mitigate social, political and economic injustice and bring social change. (Spring)

SWK-S 442 Practice-policy Seminar in Fields of Practice (3 cr.) P: All junior level social-work courses Addresses practice and policy issues in specific fields of practice such as child and family, aging, addictions, and developmental disabilities. (Fall)

SWK-S 460 Scholarly Writing Seminar (4 cr.) This course prepares BSW/MSW students to successfully complete scholarly writing tasks. Topics addressed include expectations and standards for scholarly writing, conducting searches of professional literature, using effective paraphrasing and summarization skills, writing logically and coherently, and appropriately citing references adhering to APA format. The course is intended to support students' efforts on writing tasks assigned in future courses. (Summer)

SWK-S 472 Practice Evaluation (3 cr.) P: S371 and all other junior level social work courses. C: S402, S433, S482. P or C: S 423, S 442. Develops the knowledge and skills necessary to evaluate one's own practice and the effectiveness of social service programs within which one works, as well as to become critical consumers of the professional literature to guide their practice. (Spring)

SWK-S 481 Social Work Practicum (4 cr.) P: All junior level social work courses C: S401, P or C: S423, S442 Guided field practice experience (18 hours per week) for application of generalist practice concepts and principles and development of basic practice skills. Students practice in a human service organization for a minimum of 280 clock hours, including a seminar. (Fall)

SWK-S 482 Social Work Practicum II (4 cr.) P: All junior level social work courses. C: S402, S433, S472. P or C: S 433, S 472. Guided field experience (20 hours per week) for application of concepts and principles and development of skills for generalist practice with selected social systems. Students practice in a human-

service organization for a minimum of 280 clock hours of supervised field experience. (Spring)

SWK-S 490 Independent Study (1-6 cr.) P: Permission of Program Administrator. An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available.

SWK-S 501 Professional Social Work at the Masters Level: An Immersion (3 cr.) This foundation course provides an overview of social work including the definition, scope, history, ethics and values of the profession. This course will provide basic orientation to the available resources and expectations of graduate education in general, and the MSW program, in particular, within the framework of the adult learner model. Students will develop basic communication, self-assessment, and reflection skills necessary for success in the MSW program. Students will have an opportunity to survey various fields of practice and will begin to identify personal learning goals for their MSW education as well as develop a commitment to lifelong learning as a part of professional practice. (Fall)

SWK-S 502 Research I (3 cr.) P: S501 This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed upon knowledge of qualitative and quantitative designs, methodologies, and techniques that inform students of best practices in social work. Students will recognize the impact of ethnicity, gender, age, and sexual orientation on the research process and be able to critically review published studies with attention to researcher bias. (Spring)

SWK-S 503 Human Behavior and the Social Environment I (3 cr.) P: or C: S501 This course provides content on the reciprocal relationships between human behavior and social environments. It includes empirically based theories and knowledge that focus on the interactions between and within diverse populations of individuals, groups, organizations, societal institutions, and global systems. Knowledge of biological, psychological, sociological, cultural, and spiritual development across the life span is included. Students will learn to critically analyze micro and macro theories and explore ways in which theories can be used to structure professional activities. Concepts such as person-in-environment are used to examine the ways in which social systems promote or deter human well being social and economic justice. (Fall)

SWK-S 504 Professional Practice Skills I (3 cr.)

P: S501, S503

This foundation course offers components of generalist practice theory, skills, and principles necessary for generalist practice with varied populations and client systems (individuals, families, small groups, communities, and organizations). The course introduces and prepares students for competent social work practice through the examination of personal values, professional ethics, and personal demonstration of essential practice skills (beginning, attending, establishing rapport, reflecting summarizing, exploring, questioning, contracting, and establishing clear and well formed goals) that will serve

diverse populations with specific attention to gender, sexual orientation, class, race and ethnicity. (Spring)

SWK-S 505 Social Policy Analysis and Practice (3 cr.)

P: S501, S502, S503, S504

This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery and policy implementation. Social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and judicial actions on social services. In addition, the course examines the variability of the common and uncommon attributes of service delivery systems. Effects of these on people are considered from global, political, economic and social policy perspectives. (Summer I)

SWK-S 513 Human Behavior in the Social

Environment II (3 cr.) P: S503 This course builds

upon S503 (HBSE I) and focuses on developing further knowledge of human behavior theories and their application to practice. Students will link course content to the concentration that the student has selected. (Summer II)

SWK-S 514 Practice with Individuals and Families

and Groups I (3 cr.) P: S 504, S 517 This course builds

on the practice theories, principles, and skills introduced in S504 to prepare students for competent social work practice with individuals, families and groups. A strengths perspective will be emphasized, and students will be introduced to the fundamental components of the task-centered and solution-focused approaches to practice. The transtheoretical model of change will be presented, and students will develop skills, to engage clients in the process of change. Students will be prepared to complete assessments and to use intervention skills that will serve diverse populations with specific attention to gender, class, orientation, class, race and ethnicity. (Spring)

SWK-S 516 Social Work Practice with Organizations,

Communities, and Societies (3 cr.) P: S 501, S 503, S 504, S 505

This course provides students with knowledge, values and cognitive skills focused on social work practice at organizational, community and societal levels. Social work interventions at these levels include involvement of relevant stakeholders in the development and/or modifications of organizational, community and societal policies, programs and practices. This course will focus on ways to make social units and institutions more humane and responsive to human needs. (Fall)

SWK-S 517 Assessment in Mental Health and

Addictions (3 cr.) P: S513 Recognizing the social,

political, legal, and ethical implications of assessment, students will critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical

Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation. (Fall)

SWK-S 555 Social Work Practicum I (3 cr.) P: All foundation courses, S513, S516, and S517 The M.S.W. Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved field instructor. The assigned faculty liaison oversees the practicum to ensure that course objectives have been met. The practicum provides opportunities for the application and the integration of classroom concepts and principles for the development of core skills in generalist social work practice with selected social systems using a strengths perspective. It builds upon the knowledge and skills learned and developed during the immersion and intermediate course work of the program. Learning opportunities emphasize the values and ethics of the profession, foster the integration of the empirical and practice-based knowledge, and promote the development of the professional competence. Field education is systematically designed, supervised coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. The Field Practice Seminar is designed to assist students in integrating classroom learning with the experience of an internship. Students will also be introduced to assessment systems including the DSM and SWOT. The seminar provides a supportive setting for students to discuss practice issues raised in the field placement related to their Learning Agreement and field experience. This involves recognizing/exploring professional and personal biases, discussing ethical dilemmas and supervisory issues, and increasing cross cultural competencies. (Spring)

SWK-S 616 Social Work Practice in Schools (3 cr.) P: All 500 level social work courses This advanced level practice course is designed to provide students with an overview of contemporary social work practice in school settings. Specific topical areas include the historical and contemporary contexts of social work service in school settings, legal mandates for social work practice in schools, social policies and trends in education affecting school settings and social work practice in schools, preventive and intervention methods and roles applicable to diverse populations in school settings, research issues and practice effectiveness, and multiculturalism and diversity issues in social work practice in schools. (Summer II)

SWK-S 618 Social Policy and Services II-Schools (3 cr.) P: All 500 level social work courses This course is designed to provide students with an intensive study of the relationship of social work values and ethics to social policies and school service delivery systems. Areas explored include learning about values and ethics in regards to role as "social policy practitioner", political and organizational processes used to influence policy and delivery systems, and practice of policy in

school systems to assist students in the maintenance or attainment of optimal health, social well-being and economic justice. C

SWK-S 618 Social Policy and Services II-Mental Health and Addictions (3 cr.) P: All 500 level social work courses

The purpose of this course is to provide intensive study of a specific service delivery system and to provide an opportunity for synthesis and application of learning and practice of policy in that system. The content of the course will build on the values of the profession and focus on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health, social and economic justice, and social well being. This course examines the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to oppressed populations and discrimination. Opportunities for students will be encouraged for direct involvement in the political and organizational processes used to influence policy and delivery systems. (Summer I)

SWK-S 618 Social Policy and Services II-Health (3 cr.) P: All 500 level social work courses.

The purpose of this course is to provide intensive study of a specific service delivery system and to provide an opportunity for synthesis and application of learning and practice of policy in that system. The content of the course will build on the values of the profession and focus on the role of the "social policy practitioner" in assisting individuals in the maintenance or attainment of optimal health, social justice, and social well-being. This course examines the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to oppressed populations and discrimination. Opportunities for students will be encouraged for direct involvement in political and organizational processes used to influence policy and delivery systems. (Summer I)

SWK-S 619 Social Work Practice with Children and Adolescents (3 cr.) P: All 500 level social work courses

This course is designed to develop and broaden student knowledge and skill in direct practice with children and adolescents. Social work practice will be examined within the context of meta-frameworks that include developmental stages/tasks, sexual development and orientation, gender issues, family context, culture, larger environmental systems, discrimination/oppression, and legal rights and responsibilities. Emphasis will be placed on practice methods including assessment, interviewing, comparative treatment models, and practice with special populations. (Fall)

SWK-S 623 Practice Research Integrative Seminar I (3 cr.) P: All 500 level social work courses

This course furthers the knowledge, skills, and values students develop in the foundation-year research course. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness in their concentrations, using research methods that are sensitive to consumers' needs and clients' race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethical research. (Fall)

SWK-S 632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family (3 cr.)

P: All 500 level social work courses This course is designed to build individual and group practice skills for work with children and families impacted by child physical abuse, sexual abuse, neglect and/or family violence. Emphasis will be placed on practice skills with children. Students will practice assessment and intervention skills guided by theories of child development, attachment and bonding, grief, and trauma. The goals of safety, permanency and well-being will be emphasized when assessing risk and trauma and intervening within the child welfare and school systems. Students will explore cultural differences and issues impacting particular oppressed and underserved populations. (Spring)

SWK-S 651 MSW Concentration Practicum II (4 cr.)

P: S 555 C: S651. This course along with S 652 provides an in-depth practicum experience for M.S.W. concentration students. Students complete both courses in the same agency/organization under practice supervision of an approved agency field instructor and academic guidance of a faculty liaison. The practicum experience builds upon the more generalist-focused Intermediate Practicum I (SWK S 555) and deepens the integration and application of social work knowledge, values, and skills for advanced practice in the student's area of concentration.

Students engage in these advanced practicum courses while enrolled in concentration required courses. Students spend a minimum of 320 hours providing concentration related services that allows students an opportunity to engage in experiences that support mastery of all ten core competencies as operationalized by advanced practice behaviors. (Fall, Summer)

SWK-S 652 MSW Concentration Practicum III (5 cr.)

This course along with S 651 provides an in-depth practicum experience for M.S.W. concentration students. Students complete both courses in the same agency, / organization under practice supervision of an approved agency field instructor and academic guidance of a faculty liaison. The practicum experience builds upon the more generalist-focused Intermediate Practicum I (SWK S 555) and S 651 Practicum II) and deepens the integration and application of social work knowledge, values, and skills for advanced practice in the student's area of concentration.

Students engage in these advanced practicum courses while enrolled in concentration required courses. Students spend a minimum of 320 hours providing concentration related services that allows students an opportunity to engage in experiences that support mastery of all ten core competencies as operationalized by advanced practice behaviors. (Spring, Fall)

SWK-S 661 Executive Leadership Practice (3 cr.)

This course addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. Included are staff hiring, supervision, evaluation, and termination; working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration. (Summer I)

SWK-S 683 Community-Based Practice in Mental Health/ Addiction (3 cr.)

P: All 500 level social work courses This course examines a wide range of community-based services provided for people with severe mental illness and/or severe addiction problems. Special attention will be given to strength-based, client-

driven, and evidence-based practice models. Content will include community- based services in areas of case management, employment, housing, illness management, family, dual disorder treatment, and consumer self-help. Students also examine a variety of issues involved in the provision of community-based services such as ethical and legal issues, quality and continuity of care, cultural competency, organizational and financial factors, and other relevant policy and practice issues. (Summer II)

SWK-S 685 Mental Health and Addictions Practice with Individuals and Families (3 cr.)

P: All 500 level social work courses This course focuses upon the development of knowledge, values and ethics, skills, and judgment necessary for competent application of selected evidence-based, best practice approaches for service for children, youth, adults, and families affected by mental health and addictions issues. Students explore topics such as risk and resilience, recovery, and relapse prevention, and consider implications of current social and policy factors affecting service delivery to persons affected by mental health and addictions issues. Students learn to discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in communication, strengths discovery and assessment, hypothesis formation, contracting, intervention and prevention planning, service delivery, and evaluation. Students develop professional understanding and expertise in the application of at least one evidence-based approach for service to individuals and families affected by at least one specific mental health or addictions issues. (Fall)

SWK-S 686 Social Work Practice: Addictions (3 cr.)

P: All 500 level social work courses The purpose of this course is to provide learners with knowledge and skills relevant to various aspects of social work practice in prevention, intervention, and treatment of selected addictions. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills acquired in other social work courses with the values, knowledge, and skills characteristic of addictions practice. The course assists students to develop a multidimensional understanding of prevention, intervention, and treatment needs of diverse populations and associated social work practice principles, methods, and skills. Students explore the relationships between and among addiction and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of addiction problems. (Spring)

SWK-S 687 Mental Health and Addictions Practice with Groups (3 cr.)

P: All 500 level social work courses Students enrolled in this course develop professional knowledge and skills for group work services to persons affected by mental health and addictions issues. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course experience. Students learn to serve children, youth, adults, and families in groups that are therapeutic, growth producing, and life enhancing. Students examine a number of theoretical perspectives,

including cognitive behavioral, communications, behavioral, and interpersonal approaches. (Spring)

SWK-S 690 Independent Study (1-6 cr.) An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available. (In order to enroll in S690, approval from an academic advisor and the director of the M.S.W. program is required).

SWK-S 692 Practice Skills for Health Settings (3 cr.)
P: All 500 level social work courses This course focuses on the role of the social worker in a health care setting. Issues such as team building, professional identity, patient advocacy, ethics, and managed care will be addressed. Also, the impact of health care payment sources and health care choices for patients will be explored. (Fall)

SWK-S 693 Practice with Individuals, Families, and Communities in Health Care Settings (3 cr.) P: All 500 level social work courses This course will examine the psychosocial impact of illnesses. Areas such as coping with chronic illness, caregiver stress, grieving and loss, medical ethics, and violence as a health care issue will be examined. The needs of at-risk populations (i.e., children, survivors of sexual assault and domestic violence, frail elderly, individuals living with HIV/AIDS, etc.) are also examined. This course prepare students to be professional social workers in various healthcare agencies and organizations. (Spring)

SWK-S 694 Social Work Practice with Older Adults (3 cr.) P: All 500 level social work courses
The purpose of this course is to provide health practice concentration students with increased depth of knowledge in the area of practice with older adults in healthcare areas, such as acute care hospitals, rehabilitation facilities, adult day care and long-term care facilities. Effective social work practice relies on knowledge and application of evidence-based theories assessment, and interventions with this population. Older adults are one of the fastest growing populations in the United States, and advances in technology have enhanced longevity. This course is designed to provide students with the knowledge and skills to engage in competent social work practice with older adults. (occasionally)

SWK-S 696 Confronting Loss, Grief, Death and Bereavement (3 cr.) P: All 500 level social work courses
This is an issue-oriented, social work course on the policy and practice issues in loss, grief, death, and dying across the life span for diverse populations. The major educational goal is to evaluate and understand the many problems and key resources relevant to social work practice with persons encountering grief, loss, death and bereavement in the context of health care settings. Students will attain knowledge, values and skills to meet the demands for entry level practice with clients (and their families) encountering chronic or terminal illness. (Summer II)

TEL-C 200 Introduction to Mass Communication (3 cr.) Survey of function, responsibilities, and influence of various mass communication media. Directed toward the consumer and critic of mass media in modern society. (Occasionally)

TEL-R 308 Radio Production and Directing (3 cr.)
P: TEL C200. Fundamentals of Radio Production and Directing.

THTR-T 100 Introduction to Theatre (3 cr.) Exploration of theatre as a collaborative art. Investigation of the dynamics and creativity of theatre production through plays, theatrical space, and cultural context, with particular attention to the roles and interaction of the audience, playwrights, directors, actors, designers, producers and critics. (Fall, Spring)

THTR-T 120 Acting I (3 cr.) Introduction to theories and methodology through sensory awareness, physical and vocal exercises, improvisations, and scene study. Lecture and laboratory. (Fall, Spring)

THTR-T 168 Theatre Production (1-2 cr.) The study and application of theatre practices. Students will be assigned to all levels of departmental production for applied practice. Six credit hours required for Theatre Major. (Fall, Spring, Summer)

THTR-T 220 Acting II (3 cr.) P: THTR T120 and consent of instructor. Techniques for expressing physical, intellectual, and emotional objectives. Study, creation and performance from varied dramas. Lecture and laboratory. (Fall or Spring)

THTR-T 225 Stagecraft I (3 cr.) Introduction to theories, methodology, and skills: analysis of practical and aesthetic functions of stage scenery, fundamentals of scenic construction and rigging, mechanical drawing for stagecraft. Lecture and laboratory. (Fall, Spring)

THTR-T 228 Design for the Theatre (3 cr.) An overview of design principles and practices in all areas of theatre production. Emphasis on those aspects of design that are common to work in scenery, costumes, and lighting. (Spring)

THTR-T 230 Costume Design and Technology (3 cr.)
Introduction to theories, methodology, and skills for costume design for the theatre, with laboratory component in basic costume technology skills and wardrobe. (Occasionally)

THTR-T 302 Musical Theatre (3 cr.) A history and analysis of musical comedy and revue from its origins to the present. The musical theatre looked on as a mirror of social, political, and cultural values. (Occasionally)

THTR-T 310 Creative Dramatics (3 cr.) Theory and technique of guiding children in spontaneous activity, specifically, creating scenes or plays and performing them with improvised dialogue and action. Although theories will be discussed, the emphasis will be on practical activities that may be useful to prospective teachers, recreation leaders, etc. (Occasionally)

THTR-T 320 Acting III (3 cr.) P: THTR T220 and consent of instructor. Character analysis and use of language on stage. Exploration of character through intensive scene study. Lecture and laboratory. (Occasionally)

THTR-T 325 Voice and Speech (3 cr.) Introduction to voice production. Emphasizes relaxation, breathing, the production of vocal sounds; addresses vocal habits and cultural holds through exercises and workouts with the

goal of freeing the voice and redeveloping a passion for language. (Occasionally)

THTR-T 326 Scene Design I (3 cr.) P: THTR T228. Introduction to process of scene design, scene designer's responsibilities, scene problem solving, and exploration of visual materials and forms. (Occasionally)

THTR-T 335 Stage Lighting Design (3 cr.) P: THTR T228. Introduction to theories, methodology, and skills; instruments and their use, control of light, practical applications. Lecture and laboratory. (Occasionally)

THTR-T 337 Dramaturgy (3 cr.) The application of critical and research skills in performance situations. Student dramaturges work in collaboration with directors, producers, and playwrights in preparing scripts for rehearsal, documenting period styles and norms, researching production histories, and critiquing the social implications of the performance arts. (Occasionally)

THTR-T 340 Directing I (3 cr.) P: THTR T120 or THTR T228, or consent of instructor. Introduction to theories, methodology, and skills: play analysis, working with actors, basic elements of stage composition. (Fall or Spring)

THTR-T 390 Creative Work in Summer Theatre (1-3 cr.) P: Consent of department chairperson. Work in summer theatre productions. May be repeated once for credit. (Occasionally)

THTR-T 392 Theatre Internship (3 cr.) P: Consent of instructor. THTR T392 Theatre Internship (3 cr.) P: consent of instructor. Training and practice at a professional theatre or venue approved by the theatre faculty.

THTR-T 410 Movement for the Theatre (3 cr.) P: THTR T120. Introduction to fundamental principles and methods focusing on kinesthetic awareness, posture, flexibility, coordination, relaxation, and physical characterization. (Occasionally)

THTR-T 420 Acting IV (3 cr.) P: THTR T320 and consent of instructor. Emphasis on ensemble acting and contrasting styles. Study and performance of characters in scenes from Ibsen, Chekhov, Strindberg, and classical Greek dramas. Lecture and laboratory. (Occasionally)

THTR-T 424 Stagecraft II (3 cr.) P: THTR T225 or consent of instructor. History of stagecraft, stage mechanics, and perspective drawing. Lecture and laboratory. (Occasionally)

THTR-T 426 Scene Design II (3 cr.) P: THTR T326 or consent of instructor. Work in line, color, and composition using historical conventions as the basis for contemporary scenic statements. Emphasis on period style and presentational forms. (Occasionally)

THTR-T 430 Stage Costuming II (3 cr.) P: THTR T230 or consent of instructor. Pattern drafting, fabric selection, special construction problems, design and management of costume shops, and care of wardrobes. (Occasionally)

THTR-T 438 Lighting Design (3 cr.) P: THTR T228 or THTR T335 or consent of instructor. Stage lighting design concept, development and implementation. Advanced lighting techniques and approaches. (Occasionally)

THTR-T 442 Directing II: Script Analysis (3 cr.) P: THTR T340 and THTR T228. Problems and functions of director from selection of script through performance. Emphasis on script analysis. Lecture and practical projects. (Occasionally)

THTR-T 446 Theatre for Children (3 cr.) Purposes, principles, and problems of staging plays for young people. (Occasionally)

THTR-T 470 History of the Theatre I (3 cr.) The study of theatre history, performance, and dramatic literature from the primitive eras through the Renaissance. Emphasis is on the relationship of theatre and its society. (Occasionally)

THTR-T 471 History of the Theatre II (3 cr.) The study of theatre history, performance, and dramatic literature from 1660 to the present. Emphasis is on the relationship of theatre to its society. (Occasionally)

THTR-T 483 Topics in Theatre and Drama (1-3 cr.) Studies in special topics not ordinarily covered in other departmental courses. May be repeated once for credit if topic differs. (Occasionally)

THTR-T 490 Independent Study in Theatre and Drama (3-6 cr.) THTR T490 Independent Study in Theatre and Drama (3-6 cr.) P: majors only, senior standing and consent of instructor. Creative projects and performances in the area of student's special interest. (Fall, Spring)

WGS-W 200 Women in American Society (3 cr.) An interdisciplinary course, taught from the perspective of the social and behavioral sciences, which introduces the "core" discipline areas and methodological/bibliographical tools required to do research in Women's and Gender Studies. Emphasis is on the roles, socialization, and political background of women in contemporary American society; using both literature and social science research to illuminate the present status of women. Credit will not be given for both WGS W200 and WGS W201. (Occasionally)

WGS-W 201 Women in American Culture (3 cr.) An interdisciplinary course that introduces students to "core" discipline areas and methodological/bibliographical tools required to do research in Women's and Gender Studies. Taught from the humanities perspective, emphasis is on the roles, images, and history of women in American culture, and on the social experiences that have influenced the lives of contemporary women. Credit cannot be earned for both WGS W200 and WGS W201. (Fall, Spring, Summer)

WGS-W 207 Women and Literature (3 cr.) Critical issues and methods in the study of women writers and treatment of women in British and American literature. (Occasionally)

WGS-W 300 Topics in Women's and Gender Studies (3 cr.) An interdisciplinary study of selected ideas, trends, and problems in women's and gender studies from a social science perspective. (Occasionally)

WGS-W 301 International Perspectives on Women (3 cr.) Feminist analysis of women's legal, social, and economic status in two or more cultures other than those of the United States, Canada, Australia, New Zealand, and Europe. Interdisciplinary approach. May be repeated once with a different topic. (Occasionally)

WGS-W 302 Issues in Women's and Gender Studies

(3 cr.) Interdisciplinary approach to selected ideas, trends and problems in WGS from a humanities perspective. Specific issues announced in the schedule of classes. (Fall, Spring)

WGS-W 400 Topics in Women's and Gender Studies

(topic varies) (3-6 cr.) P: WGS W200 or WGS W201 or consent of instructor. Interdisciplinary approach to selected ideas, trends, and problems in Women's and Gender Studies from a social sciences perspective. Specific topics to be announced in the Schedule of Classes. (Fall, Spring, Summer)

WGS-W 401 Topics in Women's and Gender Studies

(topic varies) (3-6 cr.) Interdisciplinary approach to selected ideas, trends, and problems in Women's and Gender Studies from a humanities perspective. Specific topics to be announced in the Schedule of Classes. (Fall, Spring)

WGS-W 480 Women's and Gender Studies Practicum

(3 cr.) Internships in the Women's and Gender Studies Program are offered to provide opportunities for students to gain work experience while serving women's needs. This experience is combined with an academic analysis of women's status and experience in organizations. May be repeated for a maximum of 6 credit hours. (Fall, Spring, Summer)

Faculty & Staff

The IU Northwest resident faculty numbers 177 men and women. They are assisted in their teaching responsibilities by associate faculty drawn from neighboring academic institutions, area businesses, local government, and not-for-profit agencies.

All resident faculty at IU Northwest have academic appointments from Indiana University. Their conditions of employment, rank, salary, fringe benefits, teaching and research expectations, and promotion are the same as their colleagues in respective departments at all Indiana University campuses.

The faculty of IU Northwest has its own organization, based upon a constitution written from principles embodied in the *Indiana University Academic Handbook*. Committees established by this faculty organization guide the conduct of the academic program at IU Northwest in a tradition that encourages individual faculty members to recommend policy in all areas affecting their interests and those of their students.

Resident Faculty

- Abiona, Olatunde, PhD. (*Obafemi Awolowo University, Nigeria, 2005*), Assistant Professor of Computer Information Systems
- Adams, Sara M., M.S.N. (*Valparaiso University, 2009*), Acting Assistant Professor of Nursing
- Adler, Arlene, M.Ed. (*University of Illinois, 1981*), Professor of Radiologic Sciences and Director of the Radiologic Sciences Program
- Allegrezza, William J., Ph.D. (*Louisiana State University and A & M College, 2003*), Assistant Professor in English
- Anderson, Jennifer J., M.S.W. (*Southern Illinois University- Carbondale, 1997*), Clinical Associate Professor of Social Work
- Andrews, Demetra, Ph.D. (*University of Houston, 2009*), Assistant Professor of Marketing
- Anslover, Nicole L., Ph.D. (*University of Kansas, 2007*), Assistant Professor of History and Adjunct Assistant Professor of Women's and Gender Studies
- Arfken, Katherine, M.F.A. (*Brandeis University, 2000*), Associate Professor of Theatre
- Argyilan, Erin P., Ph.D. (*University of Illinois at Chicago, 1998*), Associate Professor of Geology and Chair, Department of Geosciences
- Arshanapalli, Bala, Ph.D. (*Northern Illinois University, 1988*), Professor of Finance
- Arshanapalli, Vidya, M.A. (*Osmania University, 1981*), Senior Lecturer in Computer Information Systems
- Avis, Peter, PhD. (*University of Minnesota, 2003*), Associate Professor of Biology
- Bae, Taeok, Ph.D. (*University of Minnesota, 2001*), Associate Professor of Microbiology and Immunology
- Baer, Mark, M.F.A. (*Illinois State University, 2010*), Assistant Professor of Theatre
- Bailey, Lora B., Ph.D., (*Auburn University, 2002*), Professor of Education
- Balac, Vesna, M.S. (*Indiana University, 2012*), Clinical Assistant Professor and Clinical Coordinator in Radiologic Sciences
- Bandyopadhyay, Subir K., Ph.D. (*University of Cincinnati, 1994*), Professor of Marketing
- Bankston, Patrick W., Ph.D. (*University of Chicago, 1973*), Associate Dean and Director of the School of Medicine-Northwest Campus, Professor of Anatomy, Cell Biology, and Pathology, and Dean of the College of Health and Human Services
- Barr, Alan P., Ph.D. (*University of Rochester, 1963*), Professor of English and Adjunct Professor of Women's and Gender Studies
- Becker, Jon, M.S. (*IU Northwest, 1996*), Senior Lecturer in Mathematics
- Benus, Matthew, Ph.D. (*University of Iowa, 2011*), Assistant Professor of Education
- Bertram, Karen, M.S.N., (*Valparaiso University, 2006*), Clinical Assistant Professor of Nursing
- Bloom, Jack M., Ph.D. (*University of California, Berkeley, 1980*), Associate Professor of Sociology and Adjunct Associate Professor of Minority Studies and History
- Bodmer, George R., Ph.D. (*Indiana University, 1978*), Chancellor's Professor of English and Chair, Department of English
- Booker, Latrice R., M.L.S. (*Indiana University, 2006*), Assistant Librarian, Coordinator of Library Instruction
- Briggs, Jonathyne, Ph.D. (*Emory University, 2006*), Associate Professor of History and Adjunct Associate Professor of Women's and Gender Studies
- Brock, Rochelle, Ph.D. (*Pennsylvania State University, 1999*) Associate Professor of Education and Executive Director of UTEP
- Brown, Natasha, Ph.D. (*Purdue University, 2012*), Assistant Professor of Communication
- Castaneda, Carol L., Ph.D. (*Northwestern University, 1993*), Associate Professor of Biology
- Ceesay, Atta A., Ph.D. (*Rutgers State University of New Jersey-Newark Campus, 2011*), Assistant Professor of Public and Environmental Affairs
- Chen Lin, Xiaoqing Diana, Ph.D. (*University of Chicago, 1993*), Associate Professor of History
- Chonody, Jill, Ph.D. (*Florida State University, 2009*), Associate Professor of Social Work
- Contreras, Raoul, Ph.D. (*University of California, Los Angeles, 1993*), Associate Professor of Latino Studies
- Cortwright, Spencer A., Ph.D. (*Indiana University, 1987*), Associate Professor of Biology and Chairperson, Department of Biology
- Daniel, Frances K., Ph.D. (*University of Illinois at Chicago, 2009*), Assistant Professor of Psychology
- DeLeon, Nelson H., Ph.D. (*Columbia University, 1981*), Associate Professor of Chemistry and Associate Dean, College of Arts and Sciences
- DeLuna, Rosalinda, M.S.N. (*Purdue University, 2000*), Clinical Assistant Professor of Nursing
- Delunas, Linda, Ph.D. (*University of Illinois, Chicago, 1997*), Professor and Director, School of Nursing, Associate Dean of the College of Health and Human Services

- Dexter-Brown, Glenda, M.S.N. (*Indiana University, 1990*), *Clinical Assistant Professor of Nursing*
- Di Muzio, Gianluca, Ph.D. (*University of Virginia, 2000*), *Associate Professor of Philosophy and Chairperson, Department of History, Philosophy, Political Science and Religious Studies*
- Dorin, William, Ph.D. (*Purdue University, 1990*), *Professor of Computer Information Systems*
- Dunphy, Steven M., Ph.D. (*Indiana University, 1990*), *Associate Professor of Management*
- Dziarski, Roman, Ph.D. (*National Institute of Hygiene, Warsaw, Poland, 1977*), *Professor of Microbiology and Immunology*
- Echtenkamp, Stephen F., Ph.D. (*University of Nebraska Medical Center, 1980*), *Associate Professor of Cellular and Integrative Physiology*
- Eisenstein, Marie A., Ph.D. (*Purdue University, 2004*), *Associate Professor of Political Science*
- Ferrandino, Joseph A., Ph. D. (*University of Central Florida, 2010*). *Assistant Professor of Public and Environmental Affairs*
- Fischer, Mary Ann, Ph.D. (*State University of New York, 1979*), *Associate Professor of Psychology and Chairperson, Department of Psychology*
- Foltz, Tanice G., Ph.D. (*University of California at San Diego, 1985*), *Professor of Sociology and Adjunct Professor and Director of Women's and Gender Studies*
- Gallmeier, Charles, Ph.D. (*University of California at San Diego, 1985*), *Professor of Sociology and Chairperson, Department of Sociology and Anthropology*
- Galocy, Linda, M.S. (*Indiana University, 2011*), *Clinical Assistant Professor in Health Information Management*
- Garcia, Adrian M., Ph.D. (*Indiana University, 1998*), *Associate Professor of Spanish, and Adjunct Associate Professor of Women's and Gender Studies*
- Goodman, Neil, M.F.A. (*Tyler School of Art, 1979*), *Professor of Fine Arts, Department of Fine Arts*
- Goolik, Mary, M.S.N. (*Purdue University, 1986*), *Clinical Assistant Professor of Nursing*
- Gossett, Evalyn, M.S.N. (*Lewis University, 1993*), *Clinical Assistant Professor of Nursing*
- Greenburg, Jennifer, M.F.A. (*University of Chicago, 2001*), *Assistant Professor of Fine Arts*
- Griffin, Andrea E.C., Ph.D. (*Texas A&M University, 2003*), *Assistant Professor of Management*
- Grskovic, Janice, Ph.D. (*Purdue University, 2000*), *Associate Professor of Education*
- Guan, Yuanying, Ph.D. (*Florida State University, 2011*), *Assistant Professor of Mathematics*
- Gupta, Dipika, Ph.D. (*Clemson University, 1990*), *Associate Professor of Biochemistry and Molecular Biology*
- Guzik, Joseph, M.P.A. (*Indiana University, 1992*), *Senior Lecturer in Public and Environmental Affairs*
- Harstad-Hennessy, Ellen, D.N.P. (*Valparaiso University, 2012*), *Clinical Assistant Professor of Nursing*
- Harris, Marshelia D, M.S.W. (*Indiana University Northwest, 2001*). *Clinical Assistant Professor of Social Work*
- Hobson, Charles J., Ph.D. (*Purdue University, 1981*), *Professor of Management*
- Hoyert, Mark, Ph.D. (*Emory University, 1988*), *Professor of Psychology and Dean, College of Arts and Sciences*
- Hozo, Iztok, Ph.D. (*University of Michigan, 1993*), *Professor of Mathematics and Chair, Department of Mathematics and Actuarial Science*
- Huey, Jacqueline F., Ph.D. (*Florida State University, 1994*), *Lecturer in Public and Environmental Affairs and Adjunct Lecturer in Women's and Gender Studies*
- Huysken, Kristin, Ph.D. (*Michigan State University, 1996*), *Associate Professor of Geology*
- Ige, Dorothy W. K., Ph.D. (*The Ohio State University, 1980*), *Professor of Communication, and Adjunct Professor of Afro-American Studies and Women's and Gender Studies and Chair, Department of Communication*
- Jablon, Rita, M.L.S. (*Indiana University South Bend, 2007*), *Clinical Associate Professor in Dental Education*
- Jones, Earl R., Ph.D. (*University of North Carolina, Chapel Hill, 1980*), *Associate Professor of Afro-American Studies and Adjunct Associate Professor of Public and Environmental Affairs and Chairperson, Department of Minority Studies*
- Jones, Robin, M.S. (*Purdue University, 1995*), *Clinical Associate Professor in Radiologic Sciences and Clinical Coordinator of the Radiologic Sciences Programs*
- Kelly, Daniel, Ph.D. (*University of California at Berkeley, 2010*), *Assistant Professor of Chemistry*
- Kennedy, Brian, Ph.D. (*Washington University, 1978*), *Associate Professor of Cellular and Integrative Physiology*
- Kennedy, Kevin J., M.S. (*Purdue University, 1995*), *Lecturer in Biology*
- Kilbarda, Vesna, Ph.D. (*University of Nebraska at Lincoln, 1994*), *Associate Professor of Mathematics*
- Kilbarda, Zoran, Ph.D. (*University of Nebraska at Lincoln, 1994*), *Associate Professor of Geology*
- Kim, Eun-joo (EJ), Ph.D. (*University of Georgia, 2007*), *Assistant Professor of Education*
- Kini, Ranjan B., Ph.D. (*Texas Tech University, 1985*), *Professor of Management*
- Kirkish, Mary Ann, Ph.D. (*Illinois Institute of Technology, 1987*), *Assistant Professor of Microbiology and Immunology*
- Klamen, David W, M.F.A. (*School of the Art Institute of Chicago, 1985*), *Chancellor's Professor of Fine Arts and Chair, Department of Fine Arts and Associate Dean, College of Arts and Sciences*
- Knaga, Kelly E., M.F.A. (*The School of the Art Institute of Chicago, 2002*), *Senior Lecturer in Fine Arts*
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- Lafia, Sharon, M.S. (*Indiana University, 2008*), Clinical Assistant Professor in Radiologic Sciences and Director, Diagnostic Medical Sonography Program
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- Larson, Diane, M., M.S. (*Purdue University, 1989*), Senior Lecturer in Computer Information Systems
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- Lin, Tin-Chun, Ph.D. (*Pennsylvania State University, 2001*), Associate Professor of Economics
- Long, Clifford T., M.A. (*Western Illinois University, 1987*), Lecturer in Communication
- Lowe, William J., Ph.D. (*University of Dublin, Trinity College, 1974*), Professor of History and Chancellor
- Lynch, Darlene, Ph.D., L.C.S.W. (*University of Illinois, 1985*), Professor of Social Work and Director, Division of Social Work
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- Mangini, Nancy, Ph.D., (*Washington University, 1978*), Professor of Anatomy and Cell Biology
- Marfurt, Carl F., Ph.D. (*Temple University School of Medicine, 1980*), Associate Director for Research, School of Medicine-Northwest Campus, Professor of Anatomy and Cell Biology
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- Pegram, Scooter, Ph.D. (*Louisiana State University and A & M College, 2001*), Associate Professor of French and Adjunct Associate Professor of Minority Studies and Women's and Gender Studies
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- Pollack, Micah, Ph.D. (*University of Illinois, 2012*), Assistant Professor of Economics
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- Sengupta, Elizabeth, M.D. (*Indiana University, 1984*), Assistant Professor of Pathology and Laboratory Medicine
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- Shannon, Crystal, Ph.D. (*Walden University, 2011*), Assistant Professor of Nursing
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- Smith, Stephanie H., Ph.D. (*University of Kansas, 1978*), Professor of Psychology
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- Solic, Angela, Ph.D. (*Capella University, 2010*), Clinical Assistant Professor, Associate Director Center for Innovation & Scholarship in Teaching & Learning (CISTL)
- Solinas-Saunders, Monica, Ph.D. (*University of Pittsburgh, 2007*), Assistant Professor of Public and Environmental Affairs and Adjunct Assistant Professor of Women's and Gender Studies
- Sorg, Amanda G., B.S. (*Indiana University Northwest, 2008*) Clinical Assistant Professor, Radiologic Sciences and Director, Radiation Therapy Program
- Spencer, Mark, M.Ed. (*Indiana Wesleyan University, 2009*), Visiting Assistant Scholar
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- Stokely, Michelle, Ph.D. (*University of Oklahoma, 2003*), Assistant Professor of Anthropology
- Sultzman, Vickey, Ph.D. (*Smith College, 2013*), Assistant Professor of Social Work
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- Sutherland, Timothy L., M.S.L. (*Western Michigan University, 1977*), Associate Librarian, Director of Library Services
- Swartz, Douglas J., Ph.D. (*Loyola University of Chicago, 1991*), Clinical Assistant Professor of English and Director of the Writing Program
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- Szarleta, Ellen J., Ph.D. (*University of Iowa, 1995*), Associate Professor of Public and Environmental Affairs and Director of the Center for Urban and Regional Excellence
- Szymanski, Antonia, Ph.D. (*University of Iowa, 2011*), Assistant Professor of Education
- Szymanski, Cynthia M., M.A.E. (*Ball State University, 1984*), Associate Librarian, Technical Services
- Talarico, Ernest F., Ph.D. (*Indiana University, 2004*), Associate Professor of Anatomy and Cell Biology and Associate Director for Education, School of Medicine-Northwest Campus
- Tamburro, Andrea, Ed.D. (*Simon Fraser University, 2010*), Assistant Professor of Social Work
- Thomas, James, Ed.D. (*Indiana University, 2011*), Lecturer in Accounting
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- Tsolakos, John, M.P.A. (*Indiana University, 1993*), Lecturer in Public and Environmental Affairs
- Tuncay, Atilla, Ph.D. (*Western Michigan University, 1976*), Professor of Chemistry, and Pre-Health Professions Director
- Vasquez, Marilyn E., J.D. (*Valparaiso University, 1988*), Associate Professor of Business Administration
- Villareal, Oscar G., Ph.D. (*University of California, Berkeley, 2005*), Assistant Professor of Mathematics
- Walker, Tia, Ph.D. (*University of Akron, 2012*), Assistant Professor of Chemistry
- Walter, Derek P., M.F.A. (*School of the Art Institute of Chicago, 2001*), Clinical Assistant Professor of Fine Arts
- Wang, Jie, Ph.D. (*University of Kentucky, 2008*), Assistant Professor of Computer Information Systems
- Wang, Xiaofeng, Ph.D. (*West Virginia University, 2009*), Assistant Professor of Mathematics
- Wiley, Lynne, M.S. Ed. (*Indiana University Northwest, 2007*), Clinical Associate Professor of Dental Education
- Wozniowski, Linda, M.A.T. (*Indiana University, 1998*), Lecturer in Chemistry/Physics/Astronomy
- Wright, Alicia, M.A. (*Purdue University, 1992*), Lecturer in Communication
- Wyzinski, Henry, Ph.D. (*Illinois Institute of Technology, 1987*), Associate Professor of Mathematics
- Yelavarthi, Krishna, Ph.D. (*Osmania University, 1984*), Clinical Associate Professor of Medicine and Molecular Genetics
- Young, Christopher, Ph.D. (*University of Illinois at Chicago, 2001*), Associate Professor of History and Director of CISTL
- Zacok, Gail, M.S.N. (*University of Missouri-Kansas City,), Clinical Assistant Professor of Nursing*
- Zinner, Susan E., J. D. (*Washington University, 1992*), Professor of Public and Environmental Affairs
- Zurich, Janice, M.D. (*The Ohio State University, 1978*), Clinical Associate Professor of Medical Genetics

Faculty Emeriti

- Allen, Nancy, M.A. (*Columbia University, 1962*), Associate Professor Emerita of Nursing
- Ban, John R., Ed.D. (*Indiana University, 1969*), Professor Emeritus of Education
- Bhatia, Shyam, Ph.D. (*Indiana University, 1976*), Professor Emeritus of Economics

- Bhattacharya, Pradeep K., Ph.D. (*University of Saskatchewan, 1966*), Professor Emeritus of Biology
- Blaney, Doris R., Ed.D. (*Indiana University, 1973*), Professor Emerita of Nursing and Dean Emerita of Nursing
- Blohm, Paul J., Ph.D. (*University of Wisconsin, 1978*), Professor Emeritus of Education
- Boland, James M., Ed.D. (*Ball State University, 1972*), Associate Professor Emeritus of Education
- Brock, Kenneth, Ph.D. (*Stanford University, 1970*), Professor Emeritus of Geology
- Buckwell, Lloyd J., Jr., Ph.D. (*University of Minnesota, 1969*), Professor Emeritus of Business Administration
- Buckley, William, Ph.D. (*Miami University of Ohio, 1980*), Professor Emeritus of English
- Chary, Frederick B., Ph.D. (*University of Pittsburgh, 1968*), Professor Emeritus of History
- Ciminillo, Lewis M., Ed.D. (*Indiana University, 1966*), Professor Emeritus of Education
- Coffin, Donald A., Ph.D. (*West Virginia University, 1979*), Associate Professor Emeritus of Economics
- Cohen, Ronald D., Ph.D. (*University of Minnesota, 1967*), Professor Emeritus of History and Co-director of the Calumet Regional Archives
- d'Ouville, Edmond L., Ph.D. (*University of Illinois, 1987*), Associate Professor Emeritus of Accounting
- Evans, Karen G., Ph.D. (*Virginia Polytechnic Institute and State University, 1998*), Associate Professor Emeritus of Public and Environmental Affairs
- Feldman, Herman, Ph.D. (*University of Nebraska, 1955*), Professor Emeritus of Psychology
- Feldman, Sidney P., D.B.A. (*Indiana University, 1960*), Professor Emeritus of Marketing
- Foor, Robert G., M.A. (*Indiana University, 1953*), Associate Professor Emeritus of Theatre
- Hug, Richard, Ph.D. (*Syracuse University, 1984*), Associate Professor Emeritus of Public and Environmental Affairs
- Hull, Richard J., Ph.D. (*University of Washington, 1975*), Associate Professor Emeritus of English
- Kamen, Joseph M., Ph.D. (*University of Illinois, 1955*), Professor Emeritus of Marketing
- Knapp, Judith A., M.B.A. (*Indiana University, 1967*), Associate Professor Emerita of Computer Information Systems
- Kern, Paul B., Ph.D. (*University of Chicago, 1970*), Professor Emeritus of History
- Komenich, Angeline Prado, Ph.D. (*University of Chicago, 1968*), Professor Emerita of Spanish
- Kroepfl, John J., Ph.D. (*University of Notre Dame, 1966*), Associate Professor Emeritus of Physics and Dean Emeritus of the College of Arts and Sciences
- Lane, James B., Ph.D. (*University of Maryland, 1970*), Professor Emeritus of History, Co-Director of the Calumet Regional Archives
- Lindmark, Alan F., Ph.D. (*Cornell University, 1975*), Professor Emeritus of Chemistry
- Lorentzen, Keith E., Ph.D. (*Pennsylvania State University, 1951*), Associate Professor Emeritus of Chemistry
- Lundberg, Patricia Lorimer, Ph.D. (*Loyola University Chicago, 1989*), Professor Emerita of English and Women's and Gender Studies
- Maicher, Margaret, M.S.N., F.N.P. (*Indiana University, 1982*), Clinical Assistant Professor Emerita of Nursing
- Malone, Cora H., M.A.L.S. (*Valparaiso University, 1970*), Associate Professor Emerita of Nursing and Associate Dean Emerita of Nursing Student Services
- Meade, Mary Ellen, M.S. (*Indiana University, 1969*), Associate Professor Emerita of Nursing
- Moran, Robert F., M.B.A. (*University of Chicago, 1976*), M.S.L.S. (*Catholic University of America, 1965*), Librarian Emeritus
- Morris, John R., Ph.D. (*Arizona State University, 1978*), Professor Emeritus of Physics
- Mucci, Robert J., Ph.D. (*University of Illinois at Chicago, 1992*), Associate Professor Emeritus of Anthropology
- Neil, William M., Ph.D. (*University of Chicago, 1951*), Professor Emeritus of History
- Newman, James E., Ph.D. (*University of Chicago, 1970*), Associate Professor Emeritus of History
- Pati, Gopal C., Ph.D. (*Illinois Institute of Technology, 1970*), Professor Emeritus of Business Administration
- Reich, Richard B., M.S.L.S. (*Case Western Reserve University, 1952*), Associate Librarian Emeritus and Head, Government Documents
- Reilly, Charles W., J.D. (*University of Iowa, 1953*), Associate Professor Emeritus of Business Administration
- Reshkin, Mark, Ph.D. (*Indiana University, 1963*), Professor Emeritus of Public and Environmental Affairs, Professor Emeritus of Geology
- Richards, Hilda, Ed.D. (*Columbia University, 1976*), Chancellor Emerita and Professor Emerita of Nursing
- Roberts, George C., Ph.D. (*Indiana University, 1962*), Professor Emeritus of Political Science
- Rooda, Linda A., Ph.D. (*Purdue University, 1990*), Professor Emerita of Nursing
- Russell, Donna Brown, M.S.N. (*Indiana University, 1964*), Associate Professor Emerita of Nursing
- Russell, Mary Harris, Ph.D. (*University of California, Berkeley, 1970*), Professor Emerita of English and Adjunct Professor Emerita of Women's and Gender Studies
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