

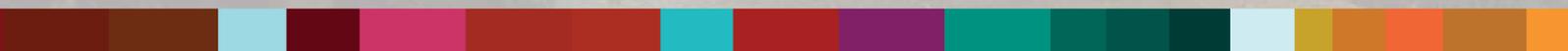


INDIANA UNIVERSITY  
KOKOMO

2012-13

# Academic Bulletin

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## Accreditation

Indiana University Kokomo is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, which is located at 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504.

## Campus Commitment to Assessment of Student Learning

As a reflection of our commitment to the student learning mission of IU Kokomo, the campus community is actively engaged in ongoing, systematic assessment of student learning. This process gives faculty information on how effectively academic programs are meeting their goals for student learning and provides guidance for enhancing those programs. In addition, ongoing, systematic assessment is required for the campus to continue to meet the accreditation standards of the North Central Association/Higher Learning Commission.

The faculty in the various degree programs develop the student learning outcomes for their programs and are responsible for assessing those outcomes. As part of this process, students will be asked to participate in activities such as surveys, standardized exams, or focus groups. In addition, student performance on examinations, quizzes, papers, or other assignments in a course may be used to assess learning outcomes. In all cases, the purpose is to assess the effectiveness of the program as a whole in achieving its student learning goals. So assessment results are aggregated. No individual students or faculty are identified in any assessment report.

Students who have questions about student learning assessment, or are interested in obtaining the results of a program's assessment of student learning may contact the Dean of the School in which the program resides.

## Contact

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Kokomo, IN 46904-9003

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## Fast Facts

- 3318 total student enrollment
- 65 percent of students are female and 35 percent are male
- 70 percent of undergraduate students attend full time
- 56 percent of undergraduate students are between 18 and 24 years old
- 80 percent of students work full or part time
- 45 percent of students receive financial aid

## Overview

### Indiana University

Indiana University was founded in 1820 at Bloomington and is one of the oldest institutions of higher education west of the Allegheny Mountains. Its facilities and programs are internationally known for their excellence and diversity. With 109,000 full- and part-time students on eight campuses, as well as a faculty of more than 6,000, Indiana University is one of the largest universities in the

nation. The university offers 5,000 courses of instruction and 880 degree programs, and it attracts students from all 50 states and more than 150 countries.

Indiana University has eight campuses: Indiana University Bloomington, Indiana University–Purdue University Indianapolis, Indiana University Northwest (Gary), Indiana University South Bend, Indiana University–Purdue University Fort Wayne, Indiana University Kokomo, Indiana University Southeast (New Albany), and Indiana University East (Richmond). It also offers courses through Columbus, Elkhart, and many other sites. The university puts quality education within reach of all Indiana citizens.

### Indiana University Kokomo

Indiana University Kokomo was built upon the foundations of another institution, the Kokomo Junior College. Organized in 1932, the Junior College offered a basic two-year collegiate program. Throughout its 13-year history, it maintained an average enrollment of about 75 students.

In 1945, the Junior College asked Indiana University to assume its function and to establish an extension center in the former Junior College building at 508 West Taylor Street. In 1947, to accommodate steadily increasing enrollment, the university purchased the Seiberling-Kingston mansion at 1200 West Sycamore Street.

IU Kokomo's main classroom building was occupied in 1965 on South Washington Street. Housing classrooms, lounges, faculty research facilities, and a community auditorium, it is located on a 51-acre site in the southern part of the city.

### Mission Statement

The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of residents of north central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

## Division of Allied Health Science

**Chair:** John Hughey,

**Clinical Assistant Professors:** Hughey, Mishler, Sabastian

**Clinical Liason:** Davis

**Assistant Professor:** Henderson

### Majors/Minors

#### Bachelors Degrees

- Bachelor of Applied Science (pending approval)
- Bachelor of Science in Health Science
- Clinical Laboratory Science
- Cytotechnology
- Dental Hygiene, Indiana School of Dentistry
- Health Information Administration (School of Informatics)
- Medical Imaging Technology
- Nuclear Medicine Technology

- Occupational Therapy
- Paramedic Science
- Physical Therapy
- Radiation Therapy
- Respiratory Therapy

#### Minors

- Coaching

#### Associates Degrees

- Associate of Science in Radiography

#### Certificate Programs

- Coding Technology Certificate

#### Courses

- Undergraduate Courses

### Coding Technology Certificate

Students may complete this program entirely at Kokomo. New regulations that govern the payment of health service claims issued by various government entities, and also by third-party agencies, have created a sharp growth in the demand for qualified coders. Although most coding positions, at present, do not require associate or bachelor's degrees in health information, this growth career field does require specialized training in areas that are related to insurance and health care in general. The Coding Technology Certificate program has been developed to meet the need for quality training for individuals interested in pursuing this field. It combines an understanding of medical terminology and the disease process with ICD-9-CM and CPT coding principles and guidelines.

#### Certificate Requirements

Students must successfully complete ANAT-A215 Basic Human Anatomy, PHSL-P 215 Basic Human Physiology, CLAS-C 209 Greek and Latin Elements in Medical Terminology, MICR-J 200 Microbiology and Immunology, AHLT-M 190 Medical Coding I, AHLT-M 191 Medical Coding II and AHLT-M 192 Introduction to HIM & Reimbursement Methodologies with a minimum grade of C in each course.

#### Coding Technology Courses—Kokomo

**Note:** The university reserves the right to cancel courses for insufficient enrollment.

P = pre-requisite R = recommended C = co-requisite \* = lab fee

AHLT-M 101 Introduction to Health Records (3 cr.); focus on the role of the coding professionals as an essential part of the healthcare team.

AHLT-M 102 Clinical Experience I (2-4 cr.) Clinical assessment in systems and processes for collecting, maintaining, and disseminating health related information; development of professional attitude for interacting with consumers and other professions in the health care industry.

AHLT-M 190 Coding I (3 cr.) The study of ICD-9-CM coding and classification principles and CPT coding

principles, as used in acute ambulatory and long-term care facilities.

AHLT-M 191 Coding II (3 cr.) Advanced principles of the ICD-9-CM classification system; optimization; DRG's, sequencing, reimbursement; application of CPT coding principles in acute and ambulatory settings.

AHLT-M 192 Introduction to HIM and Reimbursement Methodologies (3 cr.) Introduction to health information management, health records, standards, regulations and content; overview of release of information principles, privacy and security; reimbursement methodologies including Medicare, third party payers, ambulatory settings and physician practices.

AHLT-M 301 Electronic Medical Records Management (3 cr.) This course is designed to introduce the student to the basics of electronic medical records (EMR) management. This course outlines the essential documents/data content required for maintaining legal medical records using electronic and paper media.

### Medical Imaging Technology

Students may complete this program entirely at Kokomo. Applicants must be ART certified to be admitted to this program.

The medical imaging technologist in radiologic sciences is a skilled radiographer qualified to provide diagnostic imaging services in advanced modalities such as vascular and intervention procedures. Students will choose from imaging modality tracks including computed tomography, ultrasonography (both grey scale and vascular), echocardiography, Picture Archiving and Communication (PACS) and magnetic resonance imaging. These areas represent the most advanced imaging in diagnostic radiology. Effective medical imaging technologists utilize principles of radiation protection and physics as they determine imaging factors and position patients for a variety of examinations. They are also capable of assisting in surgical procedures performed during the examination, assessing the technical quality of the image, and providing basic patient care. The technologist must function as a member of the health care team.

Graduates receive a Bachelor of Science degree and are eligible to take specialty examinations, depending on their major area of concentration. IU Kokomo campus has earned primary pathway status through the ARRT or CCI for ultrasound, magnetic resonance imaging.

### Radiography

Students may complete this program entirely at Kokomo. Radiography is a science involving the medical use of X-rays in the diagnosis of disease. A radiologist is a physician specializing in this science, and a radiographer is the technical assistant to the radiologist. Radiographers make up the largest group of imaging professionals. Their principal duties consist of producing diagnostic radiographs and performing patient care assessments. They also assist in fluoroscopic examinations and in special radiographic procedures. Tasks performed by radiographers vary.

Radiographers must be able to handle seriously ill and injured patients to obtain the maximum amount of information without injury to the patient and with the least amount of pain and discomfort from the examination. They

may assist the radiologist, a specially trained physician, in some complex procedures, often involving the injection of opaque media through needles or catheters. Radiographers must be well trained and experienced in aseptic techniques, requiring skills often comparable to those of nurses in some specialties. Most radiographers are employed in hospitals, clinics, and physicians' offices. Graduates receive an Associate of Science degree and are eligible to take the certification examination of The American Registry of Radiologic Technologists (ARRT) to become certified as a Registered Radiographer R.T. (R).

Please consult the Kokomo Allied Health Division Office for additional admission requirements and prerequisite courses.

## Bachelor of Science in Health Science

The Bachelor of Science in Health Science is a versatile degree that provides students with extensive preparation for work in any field that addresses people's health. The objective of this program is to address the needs of those students seeking a broad understanding of the science of human health and its application to their chosen career.

Health Science provides education to help prepare individuals to maintain and improve the health, quality of life and well-being of people; to prepare students to acquire knowledge of various health care related subjects and apply this knowledge to improve the health of those they come in contact with. The curriculum is structured to allow students to complete graduate prerequisites and courses for continued education in health professional programs.

This interdisciplinary program is designed for three types of students: those who wish to pursue a health science related career; those who are graduates of accredited A.A., A.S., or A.A.S. degree programs (i.e. dental hygiene, emergency medical services, radiation therapy, medical technology, and others), and want to continue their education; and those who are seeking admission into graduate health professions programs to include but not limited to medicine, dentistry, pharmacy, physician assistant and physical therapy. Students seeking admission to professional schools will need careful advising and additional coursework.

The primary goal of the degree is to provide students the basic, technical and applied aspects of health science. Another goal is to help students apply this knowledge to a variety of career opportunities. A baccalaureate degree in Health Science will enable students to gain knowledge of problem solving skills relevant to health related professions, medicine and interrelated fields of health and wellness care.

Students majoring in Health Science will have the opportunity to prepare for entry and mid-level positions at for profit and not-for profit health care organizations such as ambulatory care facilities, assisted living centers, retirement centers, wellness centers, insurance companies, human resource departments, and fitness centers.

## Bachelor of Applied Science

The purpose of the Bachelor of Applied Science is to provide students who have completed an Associate

of Applied Science a pathway for completion of the baccalaureate degree. In addition, there are four proposed tracks that will allow students to do further study in an area, which will better prepare students for the work environment. In addition, students with a technical background may choose this degree as they can complete the first two years at a community College and transfer into this degree completion program. A student must have completed a two year Associate of Applied Science degree to be eligible for this degree completion program. The curriculum consists of 120 credit hours.

- 30 credits of B.A.S. classes – 18 of these credits are required, the rest are to be taken in one of the following tracks:

Health Management

New Media

Interdisciplinary

Communications

Sustainability

- 3 - 10 credit hours of additional electives, for a minimum of 120 total hours

The B.A.S. degree is appropriate for those students seeking to further their career by finishing a baccalaureate degree. Most of these students will be in technical fields where the path ahead in their careers requires completion of a baccalaureate degree. Please see a professional Health Science advisor for complete curricular mapping of each concentration.

## Coaching Minor

Participation in sport at any level can be a richly rewarding experience for athletes. The variety of opportunities is continually expanding for both male and females from youth programs in all sports, middle and high schools, collegian interscholastic athletics, as well as community recreation programs. A well-qualified coach, who understands the many facets of his or her role, is the single most important aspect of a successful program. A properly trained coach can provide the setting in which all athletes receive maximum benefits from their participation.

The IU Kokomo Coaching Minor is designed to give students the necessary information and experience to coach at many levels. *The coaching minor is open to all IU Kokomo students meeting 2.0 minimum GPA.*

### Minor Requirements (15 -17 cr)

*Course numbers pending approval. Please contact Division of Allied Health Sciences for enrollment information.*

- AHLT-E 409 (3 cr) Foundations of Exercise Science.
- AHLT-A 280 (2 cr) Principles of Athletic Training
- AHLT-C 360 (3 cr) Philosophical Foundations of Coaching
- AHLT-F 340 (3 cr) Physical Fitness Appraisal and Performance Assessments (limited to coaching minor students or permission of instructor)
- AHLT-C 485 (1 – 6 cr) Practicum in Coaching (Junior/Senior standing and admission to the

Coaching Minor) CPR Certification must be completed and recorded prior to enrollment in AHLT-C 485. May be repeated.

The remaining two credits will be selected from the courses below which include coaching of a variety of individual, dual, and team sports as well as a sports officiating class. Students must take one of the following 2 credit courses. *They may take as many of these courses as they choose.*

**Select one from the following Theory and Technique courses (each is 2 credit hours except AHLT-C 340):**

- AHLT-C 350 Theory and Technique of Coaching of Basketball
- AHLT-C 351 Theory and Technique of Coaching of Baseball
- AHLT-C 352 Theory and Technique of Coaching of Soccer
- AHLT-C 353 Theory and Technique of Coaching Softball
- AHLT-C 354 Theory and Technique of Coaching of Volleyball
- AHLT-C 355 Theory and Technique of Coaching Tennis
- AHLT-C 340 Principles of Sports Officiating (1 Credit)

**Evaluation:**

Assessment of the Coaching Minor curriculum will be conducted through course-embedded assessment tools such as practice activities, development of training plans, and course exams. Students must attain a 2.0 GPA in the minor overall. Students must complete the practicum with a satisfactory evaluation by the practicum supervisor. Note that the practicum experiences can range from grade school and middle school or high school coaching to assistant coaching at the collegiate level; in a club setting such as a swimming, soccer, or basketball youth association; or at a recreational level, such as youth baseball or softball.

## Clinical Laboratory Science

Students may only complete the first three years of this program at IU Kokomo.

The clinical laboratory scientist is a member of the laboratory team in diagnosis and research who performs many of the tests on tissue and blood that physicians need to treat diseases properly. The first three years of the clinical laboratory science curriculum are designed to provide a broadly based background in chemistry and the biological sciences, as well as an opportunity to elect courses from the humanities and social and behavioral sciences. The fourth year is spent in the clinical laboratory at the IU Medical Center. Selection of the fourth-year students will be made by the faculty of the clinical laboratory science program at IUPUI. Upon graduation, students are eligible to apply for examination for certification by the Board of Registry of the American Society of Clinical Pathologists. Persons with the B.S. in Clinical Laboratory Science find job opportunities in hospitals, clinics, research institutes, industry, and physicians' offices.

**Degree Requirements**

Students must:

1. Satisfactorily complete 90 credit hours, including general education requirements and program prerequisites.
2. Attain a cumulative grade point average of 2.5 or better and a science grade point average of 2.5 or better on a 4.0 scale.
3. Attain no less than a grade of C in the life and physical science prerequisite courses.
4. Satisfactorily complete the fourth (clinical) year.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

## Cytotechnology

Students may only complete the first three years of this program at IU Kokomo. The cell, the keystone of life and control point for health or disease, is the object of the cytotechnologist's attention. This fascinating field involves the microscopic inspection and evaluation of individual cells or groups of cells to detect cancer or other diseases.

The work of the cytotechnologist, which blends with that of pathologists and other physicians, involves developing and utilizing simple and reliable methods of collecting and evaluating cell samples from every organ of the body. The prime objective is to detect cancer early when treatment can often result in a cure for that disease.

**Degree Requirements**

The cytotechnology program is four years in length. It leads to a Bachelor of Science in Cytotechnology degree conferred by the Indiana University School of Medicine.

Students are admitted to the professional year of the cytotechnology program (at the IU Medical Center) after they have earned 90 credit hours of college course work. The professional year usually is the senior year of college study. However, a student who holds a degree in another field also may be admitted into the cytotechnology program. Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses. Questions regarding alternative biology courses should be directed to the cytotechnology program faculty.

## Histotechnology

Student may complete all prerequisites for an Associate of Science degree in Histotechnology at IU Kokomo campus. There is also a Certificate program through IUPUI.

**Length of Program** One year of full-time certificate-level course work, or prior certification by the Board of Registry of the American Society for Clinical Pathology, plus additional time for completion of degree requirements. Students should aim to complete the course work in no more than five years from the time they first enroll in the program.

**Structure of Program** Designed for the employed histologist, the professional course work is offered by distance education. General-education courses may be completed at Indiana University or at other accredited colleges or universities.

**Design of Professional Curriculum** Completion of the certificate-level course work (24 credit hours) is required

before pursuit of the associate degree. Alternately, the previously certified HT(ASCP) may apply for special credit in lieu of completion of the certificate course work. Required general-education courses may be transferred from any accredited college or university, in accordance with university and school policy. A minimum of 30 credit hours must be completed at Indiana University. The histotechnology capstone course, offered by distance education via Adobe Presenter and Adobe Connect web-conferencing, will be taken as the student nears degree completion.

**Program Facilities** The Histotechnology program office is in the IU Health Pathology Laboratory Building at Indiana University-Purdue University Indianapolis. Students access accredited course work by attendance at IUPUI or another college or university or through distance education offerings.

Upon successful completion of all standard academic requirements established for this program, the graduate is entitled to receive a Certificate in Histotechnology from Indiana University. By virtue of the standards required by this program, the graduate is eligible to take the Histotechnician Certification Examination administered by the American Society for Clinical Pathology's Board of Registry. The didactic and practical experience provided by the course of instruction should enable the graduate to accomplish the following objectives:

#### A. Technical Skill

1. Perform procedures of basic histologic laboratory techniques, instrumentation, and problem solving at entry-level competency.
2. Demonstrate knowledge of general and specific histologic methodology.
3. Perform procedures with accuracy and precision.
4. Monitor internal and external quality assurance measures.
5. Demonstrate knowledge of operational principles of commonly used laboratory instruments, to include the ability to perform daily preventative maintenance and correct simple malfunctions.
6. Exercise independent judgment regarding choice of procedure and evaluation of results.
7. Organize tasks to cope with volume of work and unexpected demands.

#### B. Communication

1. Communicate effectively with the clinical education supervisor and program director regarding curriculum and training courses.
2. Effectively organize and present information both in written assignments and oral communication.
3. Communicate effectively with other laboratory and health care providers.

#### C. Professional Behavior

1. Display an attitude reflecting pride and professionalism in daily laboratory duties.
2. Demonstrate adaptability, integrity, initiative, neatness, maturity, stability, and a desire for excellence.

**Scholarships** The American Society for Clinical Pathology, the National Society for Histotechnology,

and several states' histology professional organizations sponsor scholarships for students in histotechnology. Other scholarship and financial aid opportunities may be available through the IUPUI Office of Scholarships and Financial Aid.

Courses are taught via distance education to students in qualifying histology laboratories around the United States. For more information please follow the link to IUPUI advising:

<http://www.iupui.edu/~bulletin/iupui/2012-2014/schools/medicine/undergraduate/histotechnology/index.shtml>

## Health Information Administration

Students may only complete the first three years of this program at IU Kokomo. In every aspect of medical care, precise records are important. They are necessary for the physician to prescribe treatment for continuous patient care. They are vital to medical and hospital staff members in research and administration, and they become pivotal in medicolegal matters.

The training of specialists to develop, manage, and improve health information systems is the aim of the health information administration program. The field is both an art and a science. It involves data collection and analysis of medical records for research purposes and for improved health care delivery.

### Degree Requirements

The four-year health information administration program leads to the degree of Bachelor of Science in Health Information Administration. It is conferred by the Indiana University School of Informatics.

Under this program, students take courses in medical record science; directed practice experience; medical terminology; medical care; hospital organization and management; and medicine and the law; along with courses in basic sciences, humanities, and business. In addition, students have a month-long clinical affiliation in the senior year. Assignments are usually made to a hospital outside the Indianapolis area.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

## Nuclear Medicine Technology

Students may only complete the first two years of this program at IU Kokomo. The graduate nuclear medicine technologist is a skilled person qualified to provide patient diagnostic and therapeutic services using ionizing radiation in the form of gamma rays, X-rays, and beta rays. These radiations emanate from radioactive materials. Nuclear medicine technologists perform patient organ imaging procedures, radioactive analysis of biological specimens (blood, urine), and some therapeutic applications of radioactive materials. Effective nuclear medicine technologists utilize principles of radiation protection as they prepare and administer radioactive materials for a variety of examinations. They are capable of performing quality control procedures on the instrumentation and on the radioactive materials. Nuclear medicine technologists also assist physicians in surgical procedures and during examinations, give intravenous injections, draw blood, assess the technical quality of the studies, and provide basic patient care. The

technologist must function as a member of the health care team.

Graduates receive a Bachelor of Science degree and are eligible to take the certification examination of the American Registry of Radiologic Technologists and the Nuclear Medicine Technology Certification Board to become certified as a nuclear medicine technologist, R.T. (N), or C.N.M.T.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

## Occupational Therapy

A pre-OT baccalaureate degree program is available at IU Kokomo. See the Bachelor of Biological and Physical Sciences Degree in the Department of Natural, Information and Mathematical Science, School of Arts and Sciences section in this bulletin.

Among the fastest growing of the allied health professions is occupational therapy. Professionals in this field are concerned with an individual's ability to engage in the normal activities of everyday life. Focusing on self-care, work, and play, registered occupational therapists determine the extent to which their patients or clients can function. Inability to function in certain areas may be due to lack of muscle strength, limitations in the range of motion in extremities, or the inability to properly integrate sensation. Other reasons include emotional disorders and social problems. After the assessment of the individual's level of function, the therapist plans a treatment program, taking into account the needs, abilities, and desires of the patient. The treatment techniques may include a variety of therapeutic methods, as well as common activities specifically adapted for the patient.

### Degree Requirements

The occupational therapy program offers a Master of Occupational Therapy professional degree. The degree is conferred by the Indiana University School of Health and Rehabilitation Sciences at IUPUI. The prerequisites are a baccalaureate degree including courses in: Abnormal Psychology/Psychopathology, Human Growth and Development, Medical Terminology, Kinesiology, Statistics, Human Anatomy (with a lab) and Human Physiology (with a lab).

## Paramedic Science

Students may only complete the first year of this program at IU Kokomo.

Emergency medical technicians (EMTs), formerly called ambulance attendants, care for people at the scene of emergencies and transport them to hospitals or other health care institutions. EMTs (basic, intermediate, and paramedic) determine the nature and extent of victims' medical and trauma-related emergencies and provide limited care. Depending on their level of training and on state regulations, EMTs may provide such care as opening and maintaining airways, controlling bleeding, immobilizing fractures, and administering certain drugs.

The Associate of Science in Paramedic Science degree program is designed to prepare emergency medical technicians-paramedics to deliver emergency patient care in the pre-hospital setting. The EMT-paramedic primarily provides pre-hospital emergency care to acutely

ill or injured patients by ambulance service and mobile advanced life-support units under medical command authority and, secondarily, provides care in other appropriate settings that are under physician supervision.

### Degree Requirements

The paramedic science program is two years in length. It leads to an Associate of Science in Paramedic Science degree conferred by the Indiana University School of Medicine.

Students are admitted to the professional year of the paramedic science program (at the IU Medical Center) after they have earned 29 credit hours of college course work.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

## Physical Therapy

A pre-PT baccalaureate degree program is available at IU Kokomo. See the Bachelor of Arts in Biological and Physical Sciences Degree in the Department of Natural, Information and Mathematical Science, School of Arts and Sciences section in this bulletin.

Physical therapists work with individuals of all ages and treat patients with conditions such as burns; soft tissue injuries; heart and lung disabilities; and problems with nerves, muscles, and bones. Physical therapists use their skills to assist in patient rehabilitation following many types of surgical procedures.

Physical therapists, as members of the health care team, have roles in addition to direct work with patients. They may organize prenatal classes. They have responsibility for many aspects of preventive medicine such as developing screening programs in schools. Some physical therapists are in administration, others work in research, and some teach courses in physical therapy.

Because physical therapists (PTs) are involved in total maintenance and restoration of health and the prevention of disease, they must know how to apply physical, biological, social, and medical sciences to individuals.

It is essential for physical therapists to evaluate the physical status of patients. Based on results of the evaluations, the PTs, in consultation with referring physicians, establish treatment programs. Then, the physical therapist guides the application of the treatments and makes alterations as the needs of the patient change.

### Degree Requirements

The physical therapy program encompasses three years of study and leads to a Doctor of Physical Therapy degree awarded by the Indiana University School of Health and Rehabilitation Sciences at IUPUI. Students are accepted into the physical therapy program after completing a Baccalaureate degree.

Students must include Human Anatomy, Human Physiology, and one year of General Chemistry, one year of Physics, General Psychology, Life Span Development, and a course in Statistics as part of their undergraduate curriculum. Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

## Radiation Therapy

Students may only complete the first two years of this program at IU Kokomo. Radiation therapy involves the use of differing forms of ionizing radiation for the treatment of benign and malignant tumors. Radiation therapists administer the prescribed dose of radiation to specific sites of the patient's body as directed by the physician. They operate various types of equipment, including high-energy linear accelerators and radioactive materials, while practicing the principles of radiation protection. The radiation therapy technologist also monitors the patient's care during the treatment period. The Bachelor of Science degree curriculum is based on a combination of general education courses, professional courses, and clinical practicums. Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

## Respiratory Therapy

Students may only complete the first two years of this program at IU Kokomo.

Respiratory therapists help in the diagnosis and treatment of a wide variety of patients with heart and lung problems. Patients may be in newborn nursery units, in surgical and medical units, in emergency rooms, and in outpatient departments and intensive care units of hospitals. Patients may have chronic conditions that threaten their lives, or have birth defects or accident connected disabilities affecting their heart, lungs, or other body organs.

Sophisticated equipment may be necessary to help people continue breathing. Respiratory therapists assist patients with systems and procedures such as airway management, artificial mechanical ventilation, external cardiac massage, and other heart and lung support measures. Many patients who might not otherwise have survived are now returning to active lives. Respiratory therapists also perform patient care in carrying out physicians' orders with specific therapeutic measures. They may provide and recommend specialized respiratory care. They are concerned about total patient welfare, realizing that some procedures may affect a patient's overall physiologic status. Respiratory therapists use a variety of testing techniques to assist in medical research and diagnosis of disease in performing their function as a part of the health care team.

### Degree Requirements

The respiratory therapy program offers a Bachelor of Science in Respiratory Therapy degree. In the first two years of college, students take prerequisite courses so that they may enter the professional portion of the degree program in the junior year. Counselors assist the students in choosing the proper beginning courses. Students apply for admission to the respiratory therapy program in the fall semester one year prior to their anticipated entry. The admission process includes a personal interview during the spring semester.

The curriculum provides an understanding of the biological and physical sciences and disease processes, as well as of the technical equipment and procedures necessary to prepare graduates to function as important members of the health care team. Students become acquainted with the field through classes, laboratories, and in-hospital

clinical experiences. Six hospitals in Indianapolis provide laboratory and direct patient care experience.

Please consult the *IUPUI Bulletin* for additional admission requirements and prerequisite courses.

## Dental Hygiene, Indiana School of Dentistry

Students may only complete the first year of this program at IU Kokomo. The dental hygienist is a member of the dental health team who provides educational, preventive, and therapeutic oral health services. Employment opportunities may be available in private dental practice, hospitals, public health, educational institutions, and research. Indiana University offers a program leading to an Associate of Science degree.

Prerequisite Courses—Written communication (3 cr.), General Psychology (3 cr.), Introductory Sociology (3 cr.), Public Speaking (3 cr.), Chemistry (5 cr.), Arts and Humanities (6 cr.), Basic Human Anatomy (5 cr.), Basic Human Physiology (5 cr.), and Microbiology (4 or 5 cr.).

Information about dental auxiliary education programs may be obtained from the following sources:

**Indianapolis** Director of Pre-Professional Counseling or Director, Dental Hygiene  
Indiana University School of Dentistry  
1121 West Michigan Street, Indianapolis, IN 46202

**Fort Wayne** Supervisor, Dental Hygiene  
Indiana University Purdue University Fort Wayne 2101 Coliseum Boulevard East,  
Fort Wayne, IN 46805

**South Bend** Supervisor, Dental Hygiene  
Indiana University South Bend  
1825 Northside Boulevard, South Bend, IN 46615

**Gary** Director, Dental Hygiene  
Indiana University Northwest  
3223 Broadway, Gary, IN 46408

## Emergency Medical Services (EMT)

An educational program in Emergency Medical Technician—Basic and Paramedic Science is located on the Indiana University—Purdue University Indianapolis campus and is offered through the IU School of Medicine Department of Emergency Medicine in conjunction with Wishard Memorial Hospital Division of Emergency Medical Services.

## Health, Physical Education and Recreation

HPER courses at IU Kokomo are those involving Health, Physical Education and Recreation. HPER courses are provided through the Division of Allied Health Sciences. Most are one credit hour courses that can be used for a variety of University electives or core requirements. Please see an Allied Health Science advisor for specifics. HPER courses offered through IU Kokomo at typically provided by our fitness and wellness partners including the Kokomo Sports Center, Logansport YMCA and Peru YMCA. Beginning in the fall of 2013 the Kokomo campus hopes to expand the offerings and provide additional courses in its new on campus Fitness Center. Course

offerings may vary by semester, season and availability of facility.

## Allied Health Science Undergraduate Courses

**AHLT-A 344 Strength Training and Conditioning (3 cr.)** This course is intended to cover the essentials of strength training and conditioning to prepare a student who is interested in becoming a Certified Strength and Conditioning Specialist or a Certified Personal Trainer. (P: ANAT-A 215, PHYS-P 215)

**AHLT-C 340 Principles of Sports Officiating (1 cr.)** Topics in sports officiating will include sports such as football, basketball, softball (baseball) and volleyball. Ethics of sport officiating; mastery, interpretation, and application of sports rules. Laboratory and classroom experiences.

**AHLT-C 350 Theory and Technique of Coaching Basketball (2 cr.)** This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Basketball at elementary, secondary, and collegiate levels.

**AHLT-C 351 Theory and Technique of Coaching of Baseball (2 cr.)** This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Baseball at elementary, secondary, and collegiate levels.

**AHLT-C 352 Theory and Technique of Coaching of Soccer (2 cr.)** This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Soccer at elementary, secondary, and collegiate levels.

**AHLT-C 353 Theory and Technique of Coaching Softball (2 cr.)** This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Softball at elementary, secondary, and collegiate levels.

**AHLT-C 354 Theory and Technique of Coaching of Volleyball (2 cr.)** This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Volleyball at elementary, secondary, and collegiate levels.

**AHLT-C 355 Theory and Technique of Coaching Tennis (2 cr.)** This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Tennis at elementary, secondary, and collegiate levels.

**AHLT-C 360 Philosophical Foundations of Coaching (3 cr.)** A philosophical approach to coaching for various sports. Topics include, but are not limited to, different coaching styles and strategies, growth and development characteristics, legal issues and liability, pedagogical considerations, coaching relationships, and other issues and problems related to sport.

**AHLT-C 424 Issues in Intercollegiate Athletics (3 cr.)** Examination of current issues in intercollegiate sport in America. This course presents the historical foundation of current issues and solutions, and examines current positions and arguments.

**AHLT-C 485 Practicum in Coaching (1-6 cr.)** Under the advisement of a faculty member and supervision of a coach/ sports/ fitness specialist, the student will work or otherwise actively participate in a coaching setting. (Junior/Senior standing and admission to the Coaching Minor) CPR Certification must be completed and recorded prior to enrollment in AHLT-C 485. May be repeated for credit.

**AHLT-E 371 Exercise Physiology (3 cr.)** Evaluation of the acute responses and chronic adaptations of the body to the stresses of exercise. (P: ANAT-A 215; PHSY-P 215; AHLT-E 409)

**AHLT-E 409 Foundations of Exercise Science (3 cr.)** History, philosophy, and scientific foundations of exercise science and sport. Overview of careers, fields of study and requirements in physical education and allied disciplines. Issues, challenges, and current/future trends are also addressed.

**AHLT-E 440 Basic Exercise Physiology (3 cr.)** A survey of human physiology parameters as related to physical exercise and work, and the development of physiological fitness factors. Physiological foundations will be considered.

**AHLT-F 165 First Aid and Emergencies (3 cr.)** First Aid and Emergencies covers the necessary First Aid and knowledge about emergencies to proper care for someone who experiences injury or sudden illness.

**AHLT-F 340 Physical Fitness Appraisal and Performance Assessments (3 cr.)** A study of the basic scientific components of fitness and the measurement of different indices of physical fitness. (P: ANAT-A 215; PHSY-P 215)

**AHLT-H 327 Intro to Public Health (3 cr.)** A foundational overview of the field of Public Health to include policy and functions of governmental health organizations and disease containment.

**AHLT-H 404 Consumer and Environmental Health (3 cr.)** The course is divided into two, eight week sections. The first section, Environmental Health, consists of an in-depth overview of the interrelationship between environmental systems and humans and the impact of the ecosystem (air, water, noise, chemical, nuclear and industrial pollutants) on the health of individual communities. The second section, Consumer Health, consists of comprehensive examination of the factors involved in the selection and evaluation of health products and services including protection laws and services, fraudulent practices/products, consumerism, and traditional and alternative health care.

**ALTH-H 411 Health Communications (3 cr.)** Concepts, theories and applied approaches for health communications with emphasis on social marketing, media, advocacy and the process of media messages on health behaviors. (P: SPCH-S 121, and AHLT-H 327, or instructor permission)

**AHLT-H 415 Child and Adolescent Health (3 cr.)** An overview of determinants and indicators of health of children and adolescents.

**AHLT-H 419 Advocacy Internship (3 cr.)** Learn about the science of breast cancer and how to be a credible

health advocate and apply knowledge at the local and national levels. Student will participate in a national summit in Washington DC and serve as a civilian lobbyist on Capitol Hill.

**AHLT-H 434 Diseases of Diverse Population (3 cr.)** This course covers current information about infectious and chronic diseases from a community health perspective; including physiological, psychological, social, cultural, political, environmental, healthcare and economic aspects influencing disease of diverse populations of the world.

**AHLT-K 410 Kinesiology (3 cr.)** A course designed to aid the student's understanding of the muscular control of the body and the mechanics of body and implement control. This course is designed to develop a basic understanding of sport mechanics and an appreciation of how superior sport techniques are based on the use of developmentally appropriate scientific concepts and natural law. (P: ANAT-A 215; PHSY-P 215 and Health Science Major).

**AHLT-M 101 Introduction to Health Records (3 cr.)** Focus on the role of the coding professionals as an essential part of the healthcare team.

**AHLT-M 102 Clinical Experience (2-4 cr.)** Clinical assessment in systems and processes for collecting, maintaining, and disseminating health related information; development of professional attitude for interacting with consumers and other professions in the health care industry.

**AHLT-M 190 Coding I (3 cr.)** The study of ICD-9-CM coding and classification principles and CPT coding principles, as used in acute ambulatory and long-term care facilities.

**AHLT-M 191 Coding II (3 cr.)** Advanced principles of the ICD-9-CM classification system; optimization; DRG's, sequencing, reimbursement; application of CPT coding principles in acute and ambulatory settings.

**AHLT-M 192 Introduction to HIM and Reimbursement Methodologies (3 cr.)** Introduction to health information management, health records, standards, regulations and content; overview of release of information principles, privacy and security; reimbursement methodologies including Medicare, third party payers, ambulatory settings and physician practices.

**AHLT-M 301 Electronic Medical Records Management (3 cr.)** This course is designed to introduce the student to the basics of electronic medical records (EMR) management. This course outlines the essential documents/data content required for maintaining legal medical records using electronic and paper media.

**AHLT-N 220 Principles of Nutrition (3 cr.)** Introduces the student to the investigation of the principles of nutrition as applied to humans. It is an introductory nutrition course for nutrition majors as well as non-majors and does not require a prerequisite.

**AHLT-N 314 Nutritional Assessment (3 cr.)** This course will include the review of devices utilized in nutritional assessment practice. Review of all indication, strengths, weaknesses, methodologies, and scope of practice will be discussed. Current evidence based guidelines will be reviewed and assessment guidelines and interpretation

will be studied. The value of healthcare provider nutrition assessment evaluation will be emphasized.

**AHLT-N 332 Nutrition and Exercise (3 cr.)** P: AHLT-N 220 Correlates proper nutritional needs to maximize and exercise and sports performance.

**AHLT-N 362 Science of Nutrition (3 cr.)** P: ANAT-A 215, PHSY-P 215, AHLT-N 220 This course is an intended to explore the relationship between nourishment, lifestyle choices, and long term health. Topics include classes, sources, and functions of nutrients; and their digestion, absorption, and metabolism. Investigation of eating patterns using database technology demonstrates the relationship between food consumption and nutrient adequacy. The economic, cultural, and psychological implications of food choices and eating behaviors are studied.

**AHLT-N 378 Global Nutrition (3 cr.)** The history of food and hunger, and the global nature of our food systems focusing on the impact of our food decisions on the environment, agricultural production, world population relative to food supply, hunger, biotechnology, and safety of our food supply. No prerequisites to this course. Also discuss community nutrition and resources for underserved populations such as meals-on-wheels and WICS.

**AHLT-N 402 Nutrition and Fitness (3 cr.)** P: ANAT-A 215, AHLT-N 220 This course examines human growth and development through the lifecycle, from prenatal nutrition through old age. It involves the study of the interrelationship between eating habits, exercise habits, and some of the following: preventative care; cardiovascular health; flexibility and strength; physical endurance; stress; substance abuse; and eating and behavioral disorders. In addition, this course will explore current trends in processing and marketing foods and other important socioeconomic, cultural and life cycle factors that affect human growth and development.

**AHLT-N 420 Nutrition and Disease (3 cr.)** This course will provide an in-depth look at the relationship between nutrition and disease. Cancer, cardiovascular, digestive, diabetes and various other diseases will be discussed. The nutritional strategies of prevention and treatment for evidence based medicine and applied research. Evidence based health practice will be identified. An overall comprehensive plan of integrating positive nutritional impacts in to the interdisciplinary team will be addressed.

**AHLT-N 442 Exercise and Nutrition (3 cr.)** Nutritional needs of individuals participating in physical activity and sport. Topics include the role of individual nutrients in metabolism, estimation of energy needs, fluid balance, food fads, meal planning and nutritional needs of the body during various stages of activity.

**AHLT-N 456 Nutrition through the Life Cycle (3 cr.)** Application of nutrition principles to the human life cycle: nutrient functions, needs from infants to mature aging.

**AHLT-R 100 Orientation to Radiologic Technology (2 cr.)** C or P: AHLT-R 101, AHLT-R 102, and AHLT-R 181. Introduction to the field of radiology and its history. Students learned proper ethical standards, become acquainted with the duties and responsibilities in personal care for the patient, and investigate radiation protection for the patient and personnel.

**AHLT-R 101 Radiologic Procedures 1 (4 cr.)** C or P: AHLT-R 100, AHLT-R 102, and AHLT-R 181. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system.\*

**AHLT-R 102 Principles of Radiography I (3 cr.)** C or P: AHLT-R 101, AHLT-R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing.

**AHLT-R 181 Clinical Experience in Radiography I (4 cr.)** C or P: AHLT-R 100. 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.\*

**AHLT-R 182 Clinical Experience in Radiography II (4 cr.)** P: AHLT-R 101 and AHLT-R 181. 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.\*

**AHLT-R 200 Pathology (2 cr.)** P: ANAT-A 215 and PHSL-P 215. 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.

**AHLT-R 201 Radiographic Procedures II (4 cr.)** C or P: AHLT-R 101, and AHLT-R 182. Concepts in radiography with emphasis on radiographic procedures used to demonstrate the skull and those requiring the use of contrast media.\*

**AHLT-R 205 Radiographic Procedures III (4 cr.)** C or P: AHLT-R 201 and AHLT-R 222. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities.\*

**AHLT-R 207 Current Topics in Radiography (2 cr.)** Individual and group study focusing on the state of the art in radiography.

**AHLT-R 208 Topics in Radiography (2 cr.)** Selected topics in radiography. May be repeated for credit if topics differ. Prerequisites may exist for some topics.

**AHLT-R 222 Principles of Radiography III (3 cr.)** P: AHLT-R 202 Continuation of AHLT-R 202 with emphasis on the application of radiography principles on imaging equipment.

**AHLT-R 250 Physics Applied to Radiology (3 cr.)** P: MATH-M 117 Fundamentals of radiation physics, X-ray generation, and equipment quality control.

**AHLT-R 260 Radiation Biology and Protection in Diagnostic Radiology (3 cr.)** P: AHLT-R 250 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.

**AHLT-R 281 Clinical Experience in Radiography III (5 cr.)** P: AHLT-R 201 and AHLT-R 182. 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.\*

**AHLT-R 282 Clinical Experience in Radiography IV (5 cr.)** P: AHLT-R 201 and AHLT-R 182. 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.\*

**AHLT-R 283 Clinical Experience in Radiography V (3 cr.)** P: AHLT-R 201 and AHLT-R 182. Clinical application of radiography 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.\*

**AHLT-R 290 Comprehensive Experience (5 cr.)** P: AHLT-R 281, AHLT-R 282, and AHLT-R 283. 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.\*

**AHLT-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.

**AHLT-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.

**AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.)** 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.

**AHLT-R 407 Seminar: Advanced Medical Imaging Technology (3 cr.)** Seminar in advanced imaging modalities. Topics will vary.

**AHLT-R 408 Topics in Radiologic Sciences (3 cr.)** Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ.

**AHLT-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.

**AHLT-R 481 Clinical Practicum: Vascular Imaging (8-12 cr.)** Clinical experience in the performance of vascular and neurological imaging studies.\*

**AHLT-R 482 Clinical Practicum: Computed Tomography (8-12 cr.)** Clinical experience in the performance of computed tomographic imaging studies.\*

**AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (8-12 cr.)** Clinical experience in the performance of magnetic resonance imaging studies.\*

**AHLT-R 484 Clinical Practicum: Ultrasound Imaging (8-12 cr.)** Clinical experience in the performance of ultrasound imaging studies.\*

**AHLT-R 485 Clinical Practicum (6 cr.)** Clinical experience in various radiological modalities –Variable topics.\*

**AHLT-S 280 Principles of Athletic Training (3 cr.)** This course will provide the student an introduction to athletic training which will include history, injury prevention establishing a program for injury prevention and rehabilitation. Emphasis will be on preventing injuries and recognition. (P. ANAT-A 215 or consent of instructor)

**AHLT-S 381 Sports Ethics (3 cr.)** This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport.

**AHLT-S 491 Sports and Fitness Internship (1-6 cr.)** Under the advisement of a faculty member and supervision of a coach/ sports/ fitness specialist, the student will work or otherwise actively participate in a sports and fitness setting. (Prerequisites: Declared Health Science major; junior or senior standing or permission of instructor). May be repeated for credit

**AHLT-W 100 Careers in the Health Professions (3 cr.)** This course explores many of the primary Allied Health Science professions found in health care.

**AHLT-W 120 Lifetime Fitness and Wellness (3 cr.)** Designed to provide students the knowledge and opportunity to develop and participate in a fitness program to include the four health-related physical fitness components: cardiovascular endurance, muscular strength & endurance, flexibility, and body composition.

**AHLT-W 280 Principles of Athletic Training (3 cr.)** Counts towards coaching minor\* : An introduction to the principles of injury prevention through proper application of current training techniques.

**AHLT-W 301 Intergraded and Complimentary Health (3 cr.)** This course focuses on the pathophysiology and holistic health management of acute and chronic problems.

**AHLT-W 310 Women's Health (3 cr.)** Examines the relationship of women to health and health care. Five dimensions of health – physical, mental, emotional social and spiritual- provide a framework for comparison and contrast of health concerns unique to women and common to both sexes of all ages.

## School of Business

Erwin Boschmann, Interim Dean

Gloria Preece, M.B.A. Director

Professors: Cox, Meybodi, Parkison, Rink, Roden

**Associate Professor:** Chulkov, Ficht  
**Assistant Professors:** Kim, Nur, Smith, VanAlstine  
**Lecturer:** Preece

The School of Business offers the Master of Business Administration, and Bachelor of Science in Business with concentrations in Accounting, Finance and Economics, Management, and Marketing. The School also offers a Post-Baccalaureate Certificate in Accounting. These programs provide opportunities for breadth of education as well as for a reasonable level of specialization.

### Mission

As an academic unit of a regional campus of Indiana University, the mission of the School of Business is to provide innovative, quality, and cost-effective undergraduate and graduate business education in north central Indiana, preparing students for effective ethical leadership in a diverse global economy. The faculty is dedicated to excellence in teaching and continued intellectual growth through professional development, research, and service including regional economic development. (Adopted 12/11/2009 by the School of Business and Passed by Administrative Council 5/27/2010)

### Accreditation

The School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International on both undergraduate and graduate levels.

### Undergraduate Programs

The baccalaureate program of the School of Business is based on the principle of a balanced education in business administration and economics with a foundation in the arts and sciences. The undergraduate program allows students to specialize in professional fields integral to contemporary enterprise and management. It prepares students in north central Indiana to become effective organizational leaders and managers. The undergraduate curriculum consists of three parts: (1) general education, (2) basic business administration, and (3) professional courses. In addition, the program includes courses covering the principles, practices, and trends involved in managing organizations in today's dynamic economic, social, and political environment. Seniors have a range of elective courses in their concentration area. Courses on this level require participation by students in the discussion and solution of cases, projects, and special problems drawn from the contemporary business world. Recipients of the following scholarships and awards are selected by the School of Business Scholarship Committee.

### Additional Information

- Bachelor of Science in Business
- Policies Governing Undergraduate Studies
- Undergraduate Scholarships and Awards
- The M.B.A. Curriculum
- Policies Governing the Master of Business
- M.B.A. Scholarships and Awards

### Majors/Minors

### Bachelors Degrees

- Bachelor of Science in Business with concentrations in:
  - Accounting
  - Finance and Economics
  - Management
  - Marketing

### Masters Degrees

- Master of Business Administration

### Minors

- Business Minor

### Courses

- Undergraduate Courses
- Graduate Courses

## Undergraduate Scholarships and Awards

### Beta Gamma Sigma (BGS ) Scholarship

One Beta Gamma Sigma (BGS) Scholarship is awarded to a current BGS member or a student who will be invited to become a member during the academic year and will be a degree-seeking student in the School of Business at IU Kokomo. The scholarship is contingent upon acceptance of the membership invitation.

### Business and Economics Accounting Scholarship Excellence Award

The Business and Economics Accounting Excellence Scholarship at IU Kokomo is designed to recognize excellence and superior academic performance. The Accounting Excellence Award is normally a \$500 scholarship, awarded in both the fall and spring semesters based on several factors. Financial need is not a factor.

### Bucheri, McCarty & Metz Scholarships

One Bucheri, McCarty, & Metz Scholarship is awarded to a senior with a business concentration or an M.B.A. student taking a minimum of six credit hours. Recipient must be a resident of Howard County.

### Business and Economics General Undergraduate Scholarship

The Business and Economics General Scholarship is awarded to an outstanding junior or senior with a concentration in finance and economics, management, or marketing and international business. Overall G.P.A. must be 3.0 with a 3.5 in business and economics courses. The recipient is carefully selected on the basis of his/her academic achievements, co-curricular activities and recommendations.

### Fingleton Scholarship

The Fingleton Scholarship, established by Richard Fingleton, is awarded to an individual having strong academic performance in accounting and business. Service activity is also a major consideration. Preference is given to those with service to the accounting program, e.g., Accounting Council and VITA.

### Outstanding Accounting Student Scholarship

The Outstanding Accounting Student Scholarship established by Professor Emerita Marilyn Kintzele is designed to recognize excellence and superior academic performance. This \$750 scholarship is awarded twice a year, in both the fall and spring semesters.

### Patricia Pencek Endowed Scholarship

The Pencek Endowed Scholarship established by the Realtor Association of Central Indiana (RACI) in honor of Patricia Pencek is awarded to a junior or senior business major enrolled at IU Kokomo. Applicants must have a record of academic excellence as demonstrated by a minimum G.P.A. of 3.0 on a 4.0 scale and a resident of Howard County or contiguous counties (Carroll, Cass, Clinton, Grant, Miami, and Tipton).

### Sita C. and C. L. Amba-Rao Service Award

The Amba-Rao Service Award donated by Professor Emerita Sita Amba-Rao is given annually to a student in management. Recipient must be junior standing with a record of academic excellence as demonstrated by a cumulative G.P.A. of at least 3.2 on a 4.0 scale. Students should demonstrate managerial and leadership potential through participation in campus and community organizations.

## M.B.A. Scholarships and Awards

### Bucheri, McCarty & Metz Scholarship

(Please see listing in the undergraduate section.)

### Business and Economics General Graduate Scholarship

The Business and Economics General Scholarship is awarded to an outstanding student in the School of Business' M.B.A. program with a minimum overall G.P.A. of at least 3.5. The recipient is carefully selected on the basis of their academic achievements, leadership in M.B.A. Association, and recommendations from the School of Business faculty.

### Pendse Outstanding M.B.A. Student Award

This fund established by former M.B.A. director Dr. Dilip Pendse and Mrs. Vijaya Pendse recognizes an outstanding M.B.A. student in the School of Business. The recipient will be an IU Kokomo M.B.A. student who will be completing program requirements in the spring semester or have already completed in the previous summer or fall semester. Recipient must have a G.P.A. of at least 3.7 on a 4.0 scale. The award will be given strictly on the basis of academic achievement, not financial need.

### Sita C. and C. L. Amba-Rao Service Award

The Amba-Rao Service Award was donated by Professor Emerita Sita Amba-Rao and is given annually to an M.B.A. student. The candidate should have a record of academic excellence as demonstrated by a cumulative G.P.A. of at least 3.2 on a 4.0 scale. Students should demonstrate managerial and leadership potential through participation in campus and community organizations. Guidelines and criteria for the above scholarships and awards are available in the School of Business office, Main Building, Room 185.

### Non-monetary Awards/Plaques

Outstanding Undergraduate Student

Outstanding M.B.A. Student in Business  
Outstanding Student in Accounting (Given by the Indiana CPA Society)

## Policies Governing Undergraduate Studies

### Admissions and Graduation Requirements

The requirements for admission to the Bachelor of Science in Business program are completion of 26 credit hours, a minimum G.P.A. of 2.0 and a minimum grade of C- in ENG-W 131, SPCH-S 121 and MATH-M 118 or MATH-M 133 and M 134. Further, for graduation, a minimum grade of C- and overall G.P.A. of 2.0 (C) is required for all courses.

### Degree Requirements

Graduates of the School of Business undergraduate program must fulfill all of the General Education requirements as passed by the Faculty Senate. These general education requirements are effective with the Fall 2012 admitted students and are found elsewhere in this bulletin. Students in the School of Business 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. However, they are strongly encouraged to meet with an Undergraduate Advisor to discuss their plan and standing in the program.

### Degree Applications

Candidates for a degree are expected to meet proper deadlines for the filing of degrees. Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 1. The application deadline for May and August graduations is January 15.

### Credit Hour Requirement

The minimum number of credit hours required for the baccalaureate degree is 120 (126 credits in the accounting concentration) in courses meeting the various requirements stated in this bulletin. Thirty of the last 45 credit hours must be taken at IU Kokomo, and at least 50 percent of business credits must be earned at Indiana University.

### Credit Deadline

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

### Grade Point Average Requirements

A minimum cumulative grade point average of 2.0 (C) is required for graduation. Grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F are included in the grade point average. Students may replace a grade by retaking a class (up to 3 classes totaling 9 credit hours) and filing the appropriate form. A grade of at least C- must be earned in all Business and Economics classes, and all general education requirements.

### Academic Standing

Students who consistently maintain a grade point average of 2.0 (C) or higher in both their cumulative and semester records are considered to be in good standing.

### 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 eight calendar years have elapsed since matriculation. In the event that courses are not available or more than eight years have elapsed, students must consult with a Business advisor to update their programs to the bulletin currently in effect.

### Junior College, Community College, and Correspondence Study Credits

The maximum number of credit hours allowed from a community or junior college is 64 unless otherwise approved in an articulation agreement. Online courses at the 300-400 level must be taken at an AACSB accredited school and be approved by the undergraduate advisor. Students seeking exceptions to the above policy must obtain the written approval of the dean of the School of Business. Thirty of the last forty-five credit hours must be taken at IU Kokomo.

### Transfer-Credit Policy

Students who transfer from approved colleges to undergraduate study in the School of Business must take required courses if they have not had equivalent courses in the school from which they transferred. Courses in advanced business and economics subjects that are not open to IU Kokomo freshmen and sophomores, but that are taken in other institutions in the freshman and sophomore years, are not accepted as equivalents of Indiana University courses unless the student passes validation examinations in such subjects. Courses transferring in as 300- and 400-level business or economics courses must have been taken at an AACSB accredited school. Business and economics courses taken at other institutions more than ten years prior to the student's acceptance into the school are not accepted as equivalents of Indiana University courses. Only grades earned at Indiana University count toward a student's grade point average. Grades from other universities transfer as credits only, although transfer grades appear on the credit transfer report. The School of Business does not accept credit from educational programs of non-collegiate organizations. In some cases, the experience from these programs may qualify a student for a special credit examination.

### Requirements for a Second Bachelor's Degree

Holders of a bachelor's degree in areas other than business may seek a second bachelor's degree in business through the School of Business. The candidate will, of course, be exempted from any requirements already fulfilled in the first bachelor's degree. Normally, the holder of a bachelor's degree wanting to pursue further education is encouraged to seek admission to graduate study. In certain cases, however, a student may be admitted for a second bachelor's degree. When such admission is granted, the candidate must earn at least 30 additional credit hours in residence and meet the requirements of the School of Business and of the chosen concentration. Students who have been awarded the B.S. degree in business at Indiana University may register

as special students to meet the requirements of another concentration, but they cannot receive the same degree a second time.

## Business Minor

Students may obtain a minor in business by successfully fulfilling the following requirements:

- ECON-E 200 Fundamentals of Economics (3 cr.) OR ECON-E 201 Introduction to Microeconomics AND ECON-E 202 Introduction to Macroeconomics (6 cr.)

Choose two from:

- BUS-A 201 Introduction to Financial Accounting I (3 cr.)
- BUS-K 201 Computer in Business (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)

Choose two from:

- BUS-D 301 International Business Environment (3 cr.)
- BUS-S 302 Management Information Systems (3 cr.)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.) Students must earn a minimum of C- in each course, and a cumulative G.P.A. of 2.0

**\*Note:** ECON-E 300 cannot be counted as a required course toward an undergraduate business degree.

## Bachelor of Science in Business

The following is a list of core requirements for all business students, regardless of concentration. Descriptions of general education courses are listed in the "School of Arts and Sciences" section of this bulletin.

1. Communication (12 cr.)
  - ENG-W 131 Elementary Composition I (3 cr.)
  - ENG-W 132 Elementary Composition II (3 cr.)
  - SPCH-S 121 Public Speaking (3 cr.)
  - SPCH-S 223 Business and Professional Speaking (3 cr.)
2. Mathematics (10-12 credits) ( Choose 1 of 3 options)

### Option 1

- MATH-M 133 and MATH-M 134
- ECON-E 270 Statistical Theory in Economics and Business (3 cr.)
- BUS-K 302 Management Science(3 cr.)

### Option 2

- MATH-M 118 Finite Mathematics (3 cr.)
- ECON-E 270 Statistical Theory in Economics and Business (3 cr.)
- BUS-K 302 Management Science(3 cr.)

### Option 3

- MATH-M 215 Calculus 1 (5 cr.)
- ECON-E 270 Statistical Theory in Economics and Business (3 cr.)
- BUS-K 302 Management Science(3 cr.)

### 3. Social and Behavioral Sciences (12 cr.)

- PSY-P 103 General Psychology (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.)

- Electives (6 cr.). See the undergraduate advisor for a list of approved electives.
4. Arts and Humanities ( 6 cr.)
    - See the undergraduate advisor for a list of approved courses.
  5. Physical and Life Sciences (8 cr.)
    - See the undergraduate advisor for a list of approved courses.
  6. General Education Electives (7 cr.)
    - Courses may be chosen from throughout the university, excluding School of Business courses.

## Concentrations in Business

### Accounting

The accounting curriculum prepares students for careers in auditing, corporate accounting and management services, governmental and nonprofit organizations, and taxation. In addition, it equips the prospective business executive with tools for analysis, prediction, decision-making, and control. It also provides an excellent background for students considering graduate work in business administration or law.

### Career in Public Accounting (CPA)

To sit for the CPA Exam in Indiana, a minimum of 150 credit hours and certain specified courses are required. IU Kokomo's degree with an accounting concentration satisfies all course specifications. You can sit for the CPA Exam as soon as you have earned 150 hours. Steps to a CPA: (1) Earn the 126-hour Baccalaureate Degree in Business with concentration in Accounting at IU Kokomo. (2) Ways to earn 150 hours of college work at IU Kokomo. Method #1. Earn a Master of Business Administration degree (only an additional 33 credit hours). A master's degree will be worth much more in the way of prestige and lifetime earnings than merely achieving 150 hours of college work or taking a double major. Method #2. Earn the Post Baccalaureate Certificate. For students who already possess a bachelor's degree in a field other than accounting. It requires 30 hours of accounting and 24 hours of non-accounting business courses. Careers in corporate, governmental, and not-for-profit accounting do not require 150 hours of college credits. A baccalaureate degree in accounting is sufficient. Students who do not wish to pursue a career in public accounting have many other career options, including corporate, governmental, and not-for-profit accounting. The 126-hour Baccalaureate degree will qualify the graduate to sit for some certification exams designed for these private sector careers, such as the Certified Management Accountant (CMA) and the Certified Internal Auditor (CIA) exams; however, no certification is required for a private sector career.

### Sequencing toward the B.S. in Accounting degree

Semester Course

Freshman Year No Accounting Taken

Sophomore Year

- Fall BUS-A 201
- Spring BUS-A 202

Junior Year

- Fall BUS-A 311, BUS-A 325
- Spring BUS-A 312, BUS-A 337, BUS-L 303

#### Senior Year

- Fall BUS-A 328, BUS-A 422
- Spring BUS-A 339, BUS-A 424

Course Requirements: Sophomore Year: BUS-A 201, BUS-A 202, BUS-L 201. Junior and Senior Years: BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 422, BUS-A 424, BUS-L 303, and one of the following accounting courses: BUS-A 339 or BUS-A 337. In addition, each student is required to complete an applied learning experience. See an advisor for options.

#### Finance and Economics

The concentration in finance and economics prepares students for management careers in banking, investing, manufacturing, and insurance. In addition, graduates will be attractive candidates for positions in government, utilities, communications, and nonprofit organizations. The finance and economics curriculum also provides an excellent background for students who desire to pursue graduate work in business administration, economics, finance, or law. The courses offered in this concentration are designed to equip students with the necessary background for interpreting data, forecasting, and decision making in a changing global economy. Course Requirements: Junior and Senior Years: BUS-F 302, BUS-F 420, ECON-E 303, BUS-F 494, any two 300-400 level Business and Economics courses. In addition, each student is required to complete an applied learning experience. See an advisor for options.

#### Management

The management curriculum is designed with maximum flexibility to accommodate those students who have explicit career objectives and interests in several management areas including human resources. The courses offered in this concentration develop the student's capacity as a decision maker in an organization. The student, working with a faculty advisor, can design a course of study that allows in-depth work in an area while attaining comprehensive understanding of managerial and processes associated with the human resource function in organizational settings. Course Requirements: Junior and Senior Years: BUS-L 406, BUS-W 430, BUS-Z 440, BUS-D 302 and any two 300-400-level business or economics courses. In addition, each student is required to complete an applied learning experience. See an advisor for options.

#### Marketing

This concentration is concerned with activities related to the marketing of goods and services from the source of supply to the source of demand. Areas of study include buyer behavior, product and service development, pricing policies, institutions and channels of distribution, advertising and promotion, marketing research, personal selling, industrial marketing, Internet marketing, international marketing, and marketing strategy and policy. The marketing and international business curriculum focuses on the skills needed to plan, implement, and evaluate an organization's programs related to marketing of goods and services. The curriculum helps students develop a clear understanding

of marketing functions and how they interrelate with other functions of the firm. This concentration is particularly appropriate for careers in advertising, sales, brand management, retailing, wholesaling, market planning, industrial marketing, international marketing, marketing research, distribution, and marketing management in various types of organizations. Course Requirements: Junior and Senior Years: BUS-M 405, BUS-M 450, BUS-M 401, BUS-M 415, and any two 300-400-level business or economics courses. In addition, each student is required to complete an applied learning experience. See an advisor for options.

#### The Post-Baccalaureate Certificate in Accounting

This program is designed to prepare individuals for careers in public, industrial, or governmental accounting. Students will be prepared to sit for the Certified Public Accountant examination. Requirements (1) A baccalaureate degree from an accredited institution; (2) admission to Indiana University as a regular student; (3) completion of a minimum of 54 credit hours; 30 credit hours must be taken at Indiana University and 15 of the 30 credit hours must be taken at IU Kokomo; (4) a cumulative grade point average of 2.0 (C) or higher. Required Courses: BUS-A 201, BUS-A 202, BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 422, BUS-A 424, BUS-L 201, BUS-L 303, BUS-K 201, BUS-S 302; 2 courses from: BUS-A 339, BUS-A 380, BUS-A 337. Elective Courses: 12 credit hours from any business courses.

#### 4+1 Program

By working with the undergraduate and graduate advisors and taking 15 credits a semester, it is possible to graduate in 5 years with both Bachelor of Science in Business and Masters of Business Administration (M.B.A.) degrees. Students interested in this program must be qualified to begin calculus their freshman year or must enroll in summer classes. Contact the undergraduate business advisor for more information.

#### Master of Business Administration

The IU Kokomo Master of Business Administration program, established in 1991, is designed to meet the needs of working professionals and employers in north central Indiana for high-quality graduate management education. IU Kokomo's M.B.A. program fosters effective management of resources in diverse organizational units and settings. Attuned to the regional industry base, the M.B.A. program focuses especially on managing in a changing environment.

#### Format Options

All required M.B.A. courses are offered in two formats: eight-week and sixteen-week. Each required course will be offered in both formats but in alternating years. A course that is offered as an eight-week course in the fall semester of 2012 will be offered as a sixteen-week course in the fall semester 2013 and vice-versa. This allows the student to take the required courses in their preferred format.

## Policies Governing the Master of Business

### Admission Requirements

To qualify for admission to the M.B.A. program, a person must hold a bachelor's degree from an accredited college or university. This degree may be in business or another field. Admission is determined by a combination of criteria:

(a) completion of the application materials, including an essay statement about career interests; (b) official undergraduate transcript(s); (c) attainment of at least 1,000 on the M.B.A. Admissions Index (A.I.) and (d) payment of the \$40 application fee or proof of waiver. (The A.I. is determined as follows:  $AI = 200 \times \text{composite undergraduate G.P.A.} + \text{G.M.A.T. score}$ ). Applicants holding a graduate degree from an appropriately accredited college or university are exempted from the G.M.A.T. requirement. Applicants holding an undergraduate degree from an AACSB accredited college or university with a cumulative G.P.A. of 3.75 or higher, are exempted from the G.M.A.T. requirement.

Satisfactory completion of courses in calculus, statistics and composition and a background in microcomputer applications are required as well. Deficiencies in these areas can be made up after admission. Because of space and resource constraints, admission of qualified applicants is not automatic. Admission decisions are based on an overall assessment of the applicant's academic capability, professional achievement, and potential. The M.B.A. program admits students for fall, spring, and summer semesters. Application deadlines are August 1 for fall entry, December 15 for spring entry, April 15 for entry in summer session I, and May 15 for entry in summer session II. A separate application form and \$60 application fee are required for international applicants. In addition, the TOEFL test with a minimum score of 550 (in paper-based test) or 213 (in computer-based test) is required.

### Overall Program Requirements

Graduation with the M.B.A. degree requires successful completion of a minimum of 30 credit hours. A person holding an undergraduate degree in business administration might complete the program in 30 credit hours, whereas an individual having none of the Core foundation course work would require up to 6 additional core courses. Waiver of Core foundation courses is determined through an analysis of an applicant's transcripts. Degree requirements must be completed within six years of admission.

### Student Course Load

Most M.B.A. students at IU Kokomo are employed full time in positions of responsibility. The high standards and workload in the M.B.A. program requires considerable time and effort that must be balanced with other life and work demands. For this reason, part-time students are advised to take no more than 6 credit hours in fall and spring, and 3 credit hours during any one summer session. Course schedules are constructed accordingly, with most courses offered after 4 p.m.

### Transfer of Credit

Up to 6 graduate credit hours may be transferred into the M.B.A. program from an AACSB accredited or AACSB candidate schools. No graduate courses where the student earned below a B can be transferred into the program. Transfer credit determination is made by the M.B.A. director in consultation with the appropriate faculty. Only grades earned at Indiana University count toward

a student's grade point average. Grades from other universities transfer as credits only.

### Waiver

As noted above, Core foundation course requirements may be waived if satisfactory completion of equivalent course work is demonstrated in the student's undergraduate or graduate transcript (C- or higher grade required). Work experience and noncredit courses normally do not satisfy the foundation requirements, but may serve as confirming evidence along with academic course work. Validation exams are available for several Core courses.

### Academic Standards

Graduation with the M.B.A. degree requires a cumulative grade point average (G.P.A.) of at least 3.0 or a B average. A student whose G.P.A. falls below 3.0 will be placed on probation and will be required to bring the G.P.A. back to 3.0 within the next 9 credit hours of course work. Failure to remove the deficiency in this timeframe will result in immediate dismissal from the program. A student cannot compensate for deficient course work by completing more credits beyond those required in the program of study.

### Advising

Shortly after admission to the program, each M.B.A. student will plan a program of study with the M.B.A. director. In addition, M.B.A. students seeking career development information are encouraged to confer with the faculty in their area of interest. The IU Kokomo Career Services office is available for career information, and students' own employers often provide career planning assistance.

### Degree Application

Candidates for a degree are expected to meet proper deadlines for the filing of degrees. Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May, and August graduations is January 15.

### Decision-Making and Appeal Process

The Curriculum and Policy Committee (C.P.C.) is the main governing body for the M.B.A. program. This committee, which is responsible for academic policy and curriculum, consists of members of the faculty, the dean of the school (ex-officio), and the M.B.A. director. It is also responsible for recommending admission policy, handling appeals concerning admissions, grades, and related academic matters for which a student seeks redress. The M.B.A. director is the program executive, responsible for day-to-day operations, admissions, and program advising. The M.B.A. director refers exceptional cases to the C.P.C. for decision, upon written request by the applicant or student.

## The M.B.A. Curriculum

### Prerequisites

Satisfactory background in calculus, finite mathematics, English composition, computer applications, and statistics

### Core Foundation Knowledge

Complete 0–24 credit hours in the following course areas, depending upon equivalent preparation:

Note: All of Core course requirements may be completed at the undergraduate level. Any or all may be waived if equivalent background is in evidence. A minimum grade of a C- is required for a core course to count as completed.

- BUS-A 201 Introduction to Financial Accounting
- BUS-F 301 Financial Management
- BUS-K 302 Introduction to Management Science
- BUS-M 301 Introduction to Marketing Management
- BUS-Z 302 Managing and Behavior in Organizations
- ECON-E 300 Survey of Economics OR ECON-E 201 Principles of Microeconomics AND ECON-E 202 Principles of Macroeconomics

### M.B.A. Courses (30 cr.)

#### M.B.A. Core Courses (27 cr.)

- BUKO-C 599 Project Demonstrating Expertise
- BUKO-D 542 Advanced Managerial Accounting
- BUKO-E 542 Strategic Managerial Economics
- BUKO-F 542 Advanced Financial Management
- BUKO-L 512 Law and Ethics in Business
- BUKO-J 560 Organizational Strategy, Policy, and Innovation
- BUKO-M 560 Advanced Marketing Management
- BUKO-M 570 Advanced Operations Management
- BUKO-Z 542 Creating, Leading and Maintaining High Performance Organizations

#### M.B.A. Electives (3 cr.)

A range of electives is available to students. These electives help deepen the skills and knowledge needed in the student's area of interest. Electives are generally offered in the summer.

## Business Courses Undergraduate

### BUS-A 201 Introduction to Financial Accounting (3 cr.)

P: completion of 26 credit hours. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

### BUS-A 202 Introduction to Managerial Accounting (3 cr.)

P: BUS-A 201 Concepts and issues of management accounting; budgeting; cost determination and analysis.

**BUS-A 311 Intermediate Accounting (3 cr.)** P: BUS-A 202 Theory of asset valuation and income measurement. Principles underlying published financial statements including consideration of enterprise assets and liabilities.

**BUS-A 312 Intermediate Accounting (3 cr.)** P: BUS-A 311. Application of intermediate accounting theory to problems of accounting for economic activities, including long-term liabilities, corporations, earnings per share, tax allocation, pensions, and leases. Also covered are the statement of changes in financial position, and inflation accounting.

**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.

**BUS-A 328 Introduction to Taxation (3 cr.)** P: BUS-A 202 or consent of instructor. Internal Revenue Code and regulations. Emphasis on the philosophy of taxation, including concepts, exclusions from income, deductions, and credits.

**BUS-A 337 Computer-Based Accounting Systems (3 cr.)** P: BUS-S 302. Impact of modern computer systems on analysis and design of accounting information systems. Discussion of tools of system analysis, computer-based systems, and internal controls and applications. Focus on microcomputer usage.

**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 partnerships and corporations.

**BUS-A 380 Professional Practice in Accounting (3-6 cr.)** P: junior or senior year standing in major area and consent of instructor. Provides work experience in a cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

**BUS-A 422 Advanced Financial Accounting (3 cr.)** P: BUS-A 312 Generally accepted accounting principles, as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis on consolidated financial statements.

**BUS-A 424 Auditing (3 cr.)** P: BUS-A 312. Public accounting organization and operation; review of internal control, including EDP system; verification of balance sheet and operating accounts; statistical applications in auditing.

**BUS-A 490 Independent Study in Accounting (1-3 cr.)** P: consent of instructor.

**BUS-D 301 The International Business Environment (3 cr.)** P: ECON-E 201, ECON-E 202, 56 cr. hours. The national and international environmental aspects of international business. Examines the cultural, political, economic, systemic, legal-regulatory, trade, and financial environments; and how they affect the international business activities of firms in the United States and, selectively, in other countries.

**BUS-D 302 International Business: Operations of International Enterprises (3 cr.)** P: BUS-D 301 The administration of international aspects of business organizations through an examination of their policy formulation, forms of foreign operations, methods of organization and control, and functional adjustments.

**BUS-D 490 Independent Study in International Business (1-3 cr.)** P: Consent of instructor. Supervised individual study and research in student's special 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.

**BUS-F 301 Financial Management (3 cr.)** P: Admission to BUS, 56 cr., BUS-A 202, ECON-E 201, ECON-E 202, ECON-E 270. Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

**BUS-F 302 Financial Decision Making (3 cr.)** P: BUS-F 301. Application of financial theory and techniques of analysis in the search of optimal solutions to financial management problems.

**BUS-F 420 Equity and Fixed Income 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.

**BUS-F 480 Professional Practice in Finance (3-6 cr.)** P: junior or senior standing in major area and consent of instructor. Work experience is offered in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by faculty.

**BUS-F 490 Independent Study in Finance (1-3 cr.)** P: Consent of instructor. Supervised individual study and research in a student's special 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.

**BUS-F 494 International Finance (3 cr.)** P: BUS-F 301 or equivalent. Covers the international dimension of both investments and corporate finance. Develop strategies for investing internationally, including lodging exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management.

**BUS-J 401 Administrative Policy (3 cr.)** P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations — policy formulation, organization, methods, and executive control.

**BUS-J 404 Business and Society (3 cr.)** P: Senior standing. Intellectual, philosophical, and scientific foundations of business. The business dynamic; its role in the evolution of enterprise and society from the small and simple to the large and complex; structure, discipline, and goals of a business society.

**BUS-K 201 The Computer in Business (3 cr.)** Introduction to digital computers and illustrations of their use in business. Stored program concept, types of languages, instruction in a special language, utilization of Business Computing Center. Impact of computers upon business management and organization. Note: Student may receive credit for only one of BUS-K 201, CSCI-C 201, and CSCI-C 301.

**BUS-K 302 Introduction to Management Science (3 cr.)** P: BUS-K 201 or equivalent. An introductory management science course with a forecasting component of approximately 25 percent of the course. Topics covered include multiple regression, smoothing techniques, linear programming, integer programming, statistical decision theory, simulation and network analysis; coverage may also include inventory theory, Markov process, and goal programming. Heavy emphasis on the application of these topics to business decision making using computer.

**BUS-L 201 Legal Environment of Business (3 cr.)** P: sophomore standing. Emphasis on the nature of law by

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 302.

**BUS-L 303 Commercial Law II (3 cr.)** P: BUS-L 201. Covers the law of ownership, forms of business organization, commercial paper, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law.

**BUS-L 406 Employment Problems and the Law (3 cr.)** P: BUS-L 201. Current legal problems in the area of employment. Topics include race and sex discrimination, harassment, the American with Disabilities Act, employment at will, privacy issues such as drug testing, and limits on monitoring and testing.

**BUS-M 301 Introduction to Marketing Management (3 cr.)** P: Admission to BUS, 56 cr., ECON-E 201, ECON-E 202, BUS-A 201, BUS-A 202. Overview of marketing for all undergraduates. Marketing planning and decision making, examined from firm's and consumer's 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.

**BUS-M 401 International Marketing (3 cr.)** P: BUS-M 301. Covers world markets, their respective consumers, and their political/economic marketing environments. Examines the marketing issues required to meet the product, promotion, price, and distribution demands of a world market. Although the course has a global orientation, issues specific to exporting are discussed.

**BUS-M 405 Buyer Behavior (3 cr.)** P: BUS-M 301. 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.

**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.

**BUS-M 450 Marketing Strategy (3 cr.)** P: BUS-M 301, BUS-M 303, BUS-M 405, and senior standing. Ideally taken in student's last semester. Elective capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design, and application of analytical tools for marketing and decision making. Note: course is restricted to students in marketing concentration.

**BUS-M 480 Professional Practice in Marketing (3-6 cr.)** P: BUS-M 301 and permission of instructor. Work experience is provided in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by the faculty.

**BUS-M 490 Special Studies in Marketing (3-6 cr.)** P: BUS-M 301 and permission of instructor. Offers supervised individual study and research in the student's

field of interest. The student will propose the investigation desired and, in conjunction with the instructor, will develop the scope of the work to be completed. Comprehensive written report required.

**BUS-P 301 Operations Management (3 cr.)** P: Admission to BUS, 56 cr., BUS-K 201, ECON-E 201, ECON-E 202, ECON-E 270. Analysis of planning and control decisions made by the operations manager of any enterprise. Topics include forecasting, production and capacity planning, project planning, operations scheduling, inventory control, work measurement, and productivity improvement.

**BUS-P 302 Management Information Systems (3 cr.)** P: 56 cr., BUS-K 201 or consent of instructor. Overview of management information systems (MIS) within a business context, MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; functional information systems; systems development process; the role of microcomputers. Experiential learning with widely used software packages.

**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 if taken in the junior or senior year.

**BUS-W 302 Managing and Behavior in Organizations (3 cr.)** P: SOC-S 100, PSY-P 103, and junior standing. 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. Credit given for only one of BUS-Z 300, BUS-Z-301, or BUS-Z-302.

**BUS-W 430 Organizations and Organizational Change (3 cr.)** P: BUS-Z 302. Analysis and development of organizational theories, with emphasis on environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as barriers to change, appropriateness of intervention strategies and techniques, organizational analysis, and evaluation of formal change programs.

**BUS-W 480 Professional Practice in Management (3-6 cr.)** P: Junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

**BUS-W 490 Independent Study in Business Administration (1-6 cr.)** P: Consent of instructor.

**BUS-X 293 Honors Seminar in Business (1-3 cr.)** For student in the Business Honors Program. May be taken twice for credit.

**BUS-X 393 Honors Writing Experience (1 cr.)** For students in the School of Business Honors Program.

**BUS-X 487 Seminar in Business Administration (3-6 cr.)** Instruction of an interdisciplinary nature for

student groups involved in university-related, nonprofit ventures. Interested groups must be sponsored by a School of Business faculty member, as approved by the Undergraduate Policy and Curriculum Committee (UPCC). May be repeated up to a maximum of 6 credits except in marketing and international business concentration. Students must have a cumulative G.P.A. of 2.0 to enroll in the course.

**BUS-X 493 Honors Seminar in Business (1-3 cr.)** For students in the Business Honors Program. May be repeated twice for credit.

**BUS-X 496 Supervised Independent Honors Research in Business (1-5 cr.)** P: Senior-year standing. For students in the Business Honors Program.

**BUS-Z 302 Managing and Behavior in Organizations (3 cr.)** P: SOC-S 100, PSY-P 103, and junior standing. 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. Credit given for only one of BUS-Z 300, BUS-Z 301, or BUS-Z 302.

**BUS-Z 440 Personnel-Human Resource Management (3 cr.)** P: BUS-Z 302. Nature of human resource development and utilization in American society and organizations. Government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training and development. Integration of government and organizational human resource programs.

**BUS-Z 480 Professional Practice in Human Resource Management (3-6 cr.)** P: Junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F assigned by faculty.

**BUS-Z 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.)** P: BUS-Z 302. For senior-year students with consent of instructor. Research, analysis, and discussion of current topics. Written report required.

## Master of Business Administration Courses

**BUKO-C 564 Effective Negotiations (3 cr.)** P: BUS-Z 302 or equivalent. The study of establishing coalitions and systems of authority and power configurations and the issue of control in the organization. The course examines the relationships of people, interests, mutual gain, and the use of objective criteria in problem solving and conflict resolution.

**BUKO-C 566 Issues in International Management (1-3 cr.)** P: BUS-D 301 or equivalent. Issues and topics relating to managing and global environment. The focal areas could include international marketing, financing and producing; the cultural and national context; multinational corporate operations; political, legal and economic aspects and other areas of special current interest.

**BUKO-C 567 Issues in Financial Management (1-3 cr.)**

P: BUS-F 301 or equivalent. Application of financial theory to current problems and topics in financial management. The approach may include case analyses and active class discussion; emphasis on decision making in an uncertain financial environment. Topics include dividend theory, capital structure, investments and agency theory.

**BUKO-C 568 Issues in Marketing Management**

**(1-3 cr.)** P: BUS-M 301 or equivalent. Major contemporary issues confronting marketing managers; development of appropriate marketing plans and strategies that may incorporate analytical and/or heuristic techniques and inter-functional aspects of marketing. Topics may include: global marketing, technology marketing, intelligence marketing, value marketing, Eco marketing, ethics and marketing, marketing's change role, and services marketing.

**BUKO-C 570 Issues in Human Resource Management**

**(1-3 cr.)** P: BUS-Z 302 or equivalent. This course examines in depth selected topics in human resource management, such as strategic human resource planning and recruitment, employee rights and responsibilities, performance appraisal and training, and occupational health and safety. ("Staffing Organizations" typical topic offered).

**BUKO-C 571 International Corporate Finance (3 cr.)**

P: BUS-F 301 or equivalent. This course examines how firms and investors manage their operation or investments in an international environment. Topics to be discussed include foreign exchange risk management, financing the global firm, foreign investment decisions and multinational capital budgeting.

**BUKO-C 573 Issues in Legal Environment of**

**Business (1-3 cr.)** P: BUS-L 201 or equivalent. Focus on fundamental legal principles and issues concerning the legal environment of business. Examples include business ethics, intellectual property, computer law, international sales transactions, business organizations, government regulation and the international legal environment.

**BUKO-C 578 International Marketing (3 cr.)**

P: BUS-M 301 or equivalent. Differences in market arrangements and in legal, cultural, and economic factors in different countries. Planning and organizing for international marketing operations, forecasting and analyses; interrelationships with other functions; and strategy of product, pricing, promotion and channels.

**BUKO-C 581 Advertising and Sales Promotion (3 cr.)**

P: BUS-M 301 or equivalent. Theories and practices of advertising, sales promotion and public relations as they relate to the overall marketing program. Emphasis is placed on policy planning, decision tools, and the legal and social environment.

**BUKO-C 590 Independent Study In Business And Administration (1-3 cr.)**

(permission of instructor and MBA Director) The objective behind independent study is to provide an opportunity to the graduate student to study, analyze, and/or evaluate in-depth some topic of interest.

**BUKO-C 599 Project Demonstrating Expertise (PDE)**

**(3-6 cr.)** (permission of instructor and MBA Director) A significant project in the student's field that demonstrates expertise in applying knowledge to the benefit of the

organization and student. Expectations, determined jointly by faculty and executive mentors, include the ability to effectively manage the responsibilities involved. To optimize learning, PDE may coincide with other projects and studies.

**BUKO-D 542 Advanced Managerial Accounting (3 cr.)**

P: BUS-A 201. Spring Semesters (8-week duration in even years; 16 week duration in odd years). The uses of accounting information for decision making, and for planning and controlling business operations. The behavioral aspects of performance reports, budgets, and variance analysis.

**BUKO-E 530 Survey of International Economics (3 cr.)**

P: ECON-E 201 and ECON-E 202 or equivalent. Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and exchange rate adjustments, international monetary systems, and fixed vs. flexible exchange rates.

**BUKO-E 542 Strategic Managerial Economics**

**(3 cr.)** Prerequisites: ECON-E 201 and ECON-E 202 or equivalent. Fall Semesters (8-week duration in odd years; 16-week in even years). Provides the microeconomic understanding that business managers will find useful in making decisions under conditions of uncertainty. Topics include demand and cost estimations, pricing, market structure and analysis, and the organization of the firm. The course will include case analyses of situations in business using a managerial economics perspective.

**BUKO-F 542 Advanced Financial Management (3 cr.)**

Spring (8-week duration in even years; 16 week duration in odd years) P: BUS-F 301. Spring (8-week duration in even years; 16 week duration in odd years). Study of the aggregation and distribution of financial resources. Topics include analysis of money and capital markets, financial instruments and securities, interest rate theory, and public and private institutions of the United States financial system.

**BUKO-J 512 Small Business Management and Entrepreneurship (3 cr.)**

(permission of instructor - Course should be taken late in the M.B.A. program) This course integrates students' knowledge in various application of management theory and development of practical solutions for real problems necessary to formulate a business plan. Attention is given to the role of the entrepreneur or small business manager.

**BUKO-J 560 Organizational Strategy, Policy, and Innovation (3 cr.)**

Spring Semesters (8-week duration in odd years; 16-week in even years). This course emphasizes the integration and application of diverse knowledge and understanding to organizational strategy. Students, as top executive decision makers, study actual business cases; then test and present their ideas. Successful global commerce requires innovative strategies. Use of analytical, creative, collaborative, and teamwork skills.

**BUKO-L 506 Employment Problems and the Law**

**(3 cr.)** Current legal problems in the area of employment. Topics include the hiring process, managing a diverse workforce, affirmative action, race and sex discrimination, harassment, the American with Disabilities Act, pay equity, employment at will, privacy issues such as drug testing

and limits on monitoring and testing, termination issues and post-termination issues.

### **BUKO-L 512 Law and Ethics in Business (3 cr.)**

The objective is to provide the student of management with that knowledge of the American legal system--its processes and the substantive law itself--which is necessary to the making of informed and effective business decisions. Because the law develops and evolves in response to changing social, economic, political, and technological forces, and because business decisions often carry long-lasting as well as delayed effects, this course will emphasize the study of legal change. It is hoped that consideration of past legal developments will give prospective managers sufficient insight into the dynamics of this process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit.

### **BUKO-M 560 Advanced Marketing Management (3 cr.)**

P: BUS-M 301. Fall Semesters (8-week duration in even years; 16 week duration in odd years). The formulation and implementation of strategic marketing plans for the development, pricing, promotion, and distribution of products and services in domestic and international markets. Topics include the role of marketing research and information systems, market opportunity analysis, market segmentation, and analytical tools for optimizing marketing decisions. Extensive use of selected readings, cases, and research projects.

### **BUKO-M 570 Advanced Operations Management**

(3 cr.) P: BUS-K 302. Spring Semesters (8-week duration in odd years; 16-week in even years). An in-depth study of topics such as operations planning, material requirements, planning, capacity planning, scheduling, master production scheduling, forecasting, inventory management, the just in time inventory system, and operations control.

### **BUKO-Z 542 Creating, Leading, and Maintaining High Performance Organizations (3 cr.)**

P: BUS-Z 302. Fall Semesters (8-week duration in even years; 16-week in odd years). This course explores how managers create high-performance organizations by marshaling traditional and non-traditional human resource management, organization leadership and change-management practices to align those practices with organizational strategy.

## **School of Education**

**Dean:** Paul C. Paese

**Professors:** Paese, Tulley

**Associate Professor:** Aamidor, Ogawa, Saam

**Assistant Professors:** Grabner-Hagen, Jeong, Kingsley, Wolfe

**Director of Student Teaching, Licensing Officer:** Robertson

### **Additional Information**

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- Services Available to Education Students
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  - Exceptional Learners: Mild Intervention
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## **General Information**

### **History of the School of Education**

The first teacher education programs at Kokomo were offered by the Indiana University School of Education in response to the needs of local teachers for courses to meet state licensing requirements. The Kokomo School of Education was later established to serve the growing needs of north central Indiana citizens for easily accessible quality programs. The campus awarded its first Bachelor of Science in Elementary Education degree in 1969 and the Master of Science in Education degree in May 1985.

### **Mission**

The School of Education maintains the highest standards for students in its initial teacher education programs. The successful teacher must master both a body of content knowledge and effective teaching skills. The initial teacher education programs offer a balance of broad liberal arts education and specialized knowledge in professional education and concentrated areas. Students choose from a variety of options to fulfill their educational requirements. The School's advanced teacher education program provides practicing classroom teachers with graduate study aligned with the National Board for Professional Teacher Standards. P-12 classroom teachers gain advanced knowledge of educational foundations, technology, inquiry, subject area content and content pedagogy. The purposes of the initial teacher education programs are (1) to prepare students to serve as effective teachers and members of the profession, (2) to assist students in meeting Indiana certification requirements for public school personnel, and (3) to assist Indiana

University graduates in securing satisfying professional positions. The purposes of the advanced teacher education program are (1) to prepare P-12 classroom teachers in reflective and inquiry-based practices, (2) to prepare P-12 classroom teachers in effectively and efficiently utilizing technology in their practice, and (3) to ultimately improve classroom teaching and student learning in central Indiana.

### Programs

The School of Education offers two baccalaureate degrees: Bachelor of Science in Elementary Education, and a Bachelor of Science in Secondary Education. In addition, a post-baccalaureate licensing program and a Master of Science in Education is offered at IU Kokomo.

### Accreditation

The Indiana University Kokomo School of Education initial and advanced teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), and the Indiana Department of Education Office of Educator Effectiveness and Leadership. Student's Responsibility

Advisors assist students in planning a program of study to satisfy requirements; however, each student assumes final responsibility for meeting deadlines and completing requirements for licensure and/or graduation. It is therefore essential that all students be familiar with the degree and licensure requirements set forth in the bulletin and student handbooks.

### Affirmative Action

The School of Education has a strong policy against discrimination that affects student teaching and teacher placement. Discrimination refers to the exclusion of a teacher or a prospective teacher from any position, assignment, or learning opportunity on the basis of any of the following criteria: race, color, minor variations in accent or dialect, religion, gender, national or social origin, economic condition of birth, age, disability, sexual orientation, or any other criterion not directly related to ability as a teacher. The central characteristic of discrimination is the denial of an objective judgment of individual worth by assigning, deliberately or unintentionally, stereotyped status to an individual. It thus introduces criteria that are not relevant to confirmable professional judgment of the quality of an individual's performance. Any complaint concerning discrimination should be called to the attention of the Dean of Education at IU Kokomo.

## Services Available to Education Students

The Curriculum Lab/Teacher Resource Center (CuLab) is located in Room KO 176 of the Main Building on the IU Kokomo campus. This information commons provides resources for educators. It houses books and materials for research and lesson planning. Holdings include magazines, puppets, instructional aids, textbooks, computers, and audiovisual items. In addition, the collection of children's literature, fiction and non-fiction, is quite substantial and diverse. Students are encouraged to utilize the CuLab for individual and small group work. Tables provide space for preparation and construction of materials needed for practicum experiences. Computers, printers, and scanners are available to students as

they create documents and develop/ edit their program requirements and course assignments. Events scheduled for the CuLab include New Student Orientation, visits by prospective students, workshops on special topics, meetings of the Exploring Teaching Post, and book talks. Student organizations (EdSAC, meshEd, Pi Lambda Theta) hold meetings, open houses, and post information regarding activities.

The Office of Placement and Student Services in the School of Education at Bloomington accepts registration from any person who has either earned a degree from Indiana University or who successfully completed 30 credit hours at Indiana University. Students are encouraged to complete their placement dossiers prior to graduation. The IU Kokomo Office of Career Development and Placement also is available to assist students in preparing and conducting a job search. The office is a point of contact between employers and students or alumni seeking employment.

Opportunities are frequently available for undergraduate students to work with faculty on education research projects, and they may be supported by grants. Each student is strongly encouraged to consult with faculty whose academic area is congruent with the student's interest.

Students with at least a 3.3 grade point average are eligible to earn both university and education honors. Honors in education may be completed within two years and include a summer internship. Interested students should contact the Honors program director for further information.

## Organizations

A student organization, the Education Student Advisory Council (EdSAC), represents early childhood and elementary student concerns to the School of Education to faculty and administration. In addition, EdSAC provides opportunities for education and service to students beyond the formal classroom. The organization promotes educational leadership skills and assists the School in various professional activities. At Indiana University Kokomo, students may obtain their grades 5-12 licensure in one of seven content areas: Mathematics, English/ Language Arts, Science (Chemistry, Physics, Physical Science, Earth/Space Science, or Life Science), Social Studies (History, Political Science, Sociology, Psychology, or Economics), Middle School Generalist, Fine Arts: Visual Arts, and Exceptional Learners: Mild Intervention. It is the goal of meshEd to work together to represent the interests of all seven content areas, as well as Education. Members of meshEd plan events and workshops, as well as schedule speakers to supplement the Education classes offered by IU Kokomo. Pi Lambda Theta is an international honor and professional association of professionals from all levels of education, the health professions, and library science who have achieved high academic excellence and have a demonstrated potential for leadership. Organized in 1910, Pi Lambda Theta now has more than 16,000 members in campus and community-based chapters. The Indiana University Kokomo chapter, Gamma Gamma, has won awards for both innovation and leadership. Students in the education programs at IU Kokomo are strongly encouraged to join and support external associations in their field, including the International Reading Association, the Association for Childhood Education, the National

Science Teachers Association, the National Council of Teachers of Mathematics, the National Council for the Social Studies, and the National Council for Teachers of English.

## Undergraduate Programs

All program descriptions reflect current regulatory guidelines, but programs may be altered by the School of Education to meet changing requirements of the Indiana Department of Education Division of Educator Licensing/Development. Every effort will be made to ensure that changes do not jeopardize the progress of the matriculated student. However, students who extend their programs over several years should expect to be required to complete current standards. Students should confer with their advisor concerning the current educational requirements.

### Admission Requirements

Students are admitted directly into the School of Education upon declaring an education major. To complete admission, each student must attend an orientation seminar and be assigned an advisor. Admission to the education major does not guarantee subsequent admission to the Teacher Education Program.

### Transfer Credit Policies

The following policies govern the transfer of credit at IU Kokomo and in this program:

1. The Office of Admissions determines the credit that may be accepted from other institutions and applied toward a degree.
2. Courses from other institutions applied toward an undergraduate education degree must be equivalent to courses offered at Indiana University.
3. Credit is not accepted for work in institutions not approved by the Indiana Department of Education Division of Educator Licensing/Development.
4. No more than 64 credits required by the degree earned at a junior or community college will apply toward an undergraduate degree at Indiana University.
5. No credit will be allowed for work in which the student has earned a letter grade lower than C or its equivalent.

## Teacher Education Program (TEP)

The IU Kokomo teacher education programs leading to initial licensure in Indiana are based on the Professional Educator Model, which is aimed at the development of teachers from novice to professional. Elements of the programs include content knowledge; general pedagogical knowledge; curriculum knowledge; knowledge of learners and their characteristics; pedagogical content knowledge; knowledge of educational contexts; and knowledge of education ends; purposes, values, and their philosophical and historical grounds. The programs aim to develop teachers who have:

- Strong, balanced general education with work in the humanities, social sciences, mathematics, and physical and biological sciences.
- Thorough understanding of the subject matter of their teaching field or fields.

- Ability to communicate effectively both orally and in writing.
- Competence to design and implement effective instruction using a variety of instructional models.
- Competence to create an effective classroom climate.
- Commitment and capacity to design learning experiences that foster critical thinking and decision making.
- Understanding of and ability to use computer and electronic technologies.
- Ability to design appropriate evaluation strategies, both quantitative and qualitative, to appraise their instructional effectiveness, and to assess the achievements of their students.
- Capacity to make sound judgments regarding the use of instructional materials.
- Commitment and capacity to address issues of justice and equity and sensitivity to cultural differences and global concerns.
- Commitment and capacity to build effective relationships with students, colleagues, and members of the community
- Understanding of the legal rights and responsibilities of students, teachers, and schools.
- Commitment and capacity to approach their profession ethically with a guiding set of responsible social and personal values.
- Commitment to continuing professional renewal.

### Admission to the Teacher Education Program

Students who wish to pursue programs that lead to initial teacher licensure must apply for admission to the Teacher Education Program (TEP). Admission to the TEP is separate from admission to the university and from admission to the education major. Formal acceptance is required before students are permitted to enroll in any special methods courses. Students generally apply to the TEP at the end of their sophomore year on forms available from the School of Education office. Standards for Admission to the Teacher Education Program apply to both education and non-education majors. In order to be admitted, a student must:

1. Earn an overall GPA of 2.5 or higher.
2. Attain a grade of C or better in all required general education courses. Please consult specific program planning guide.
3. Achieve a C+ or better in all professional education courses required for the student's program.
4. Complete minimum number of credit hours in General Education and teaching major required by the student's program. (Secondary students have a minimum GPA in Teaching Major courses of 2.5 as well as no grade less than a C).
5. Earn passing scores, as established by the Indiana Department of Education Division of Educator Licensing/Development on PRAXIS I in the areas of reading, writing, and mathematics.
6. Receive formal acceptance into the program by the education faculty.

## Undergraduate Academic Policies

Correspondence Courses Students in the School of Education receive credit for correspondence work

only in exceptional cases, with the consent of the Dean of Education. If a correspondence course is to be applied toward graduation requirements during the current semester, it must be completed at least 15 days prior to the close of regular campus classes that semester. Students may take a maximum of 9 credit hours in general education academic subjects by correspondence. Exceptions to this rule will be considered on an individual basis by the Dean of Education. In no case will correspondence credit exceed 18 credit hours, and no required professional education courses may be completed by correspondence. See university grading policies in the Academic Regulations section of this Bulletin.

Students should file an application for the degree with the Dean of the School of Education at Indiana University Kokomo at their last registration before completing degree requirements. Students completing degrees in the School of Education in absentia must notify the Dean at least two months prior to the date the degree is to be granted. Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. May, and August graduates must apply by January 15. Application for a degree is the student's responsibility. The School of Education will not be responsible for students who fail to file their application in time. Basic Skills Competency Options: Praxis I and Alternatives

Prior to admission to a teacher preparation program, prospective Indiana educators are required to pass the Praxis I tests, which measure basic academic skills, or an approved alternative. The following additional assessments/routes are acceptable to document basic skills competency at the time of admission to a teacher preparation program:

ACT with a score of at least 24 based on Math, Reading, Grammar, and Science;

SAT with a score of at least 1100 based on Critical Reading and Math;

GRE with a score of at least 1100 based on Verbal and Quantitative prior to 8/1/11;

GRE with a score of at least 301 based on Verbal and Quantitative after 8/1/11; or

Praxis I composite score of at least 527 based on Reading, Writing, and Math.

Notes: ACT, SAT, and GRE scores do not include writing. Anyone with a Master's Degree or higher from a regionally accredited institution is exempt from this requirement.

After December 31, 2012, Praxis I will not be offered.

Beginning January 1, 2013, for admission to the Teacher Education Program (TEP) students will take the Pearson Core Academic Skills Assessment.

### Praxis II

Indiana Educators are required to pass the Praxis Series II tests for the content areas that appear on their licenses. Information about specific tests and qualifying scores for Indiana can be found at the ETS website (<http://www.ets.org/praxis/in/requirements/>). Additional information on licensure requirements is at <http://www.doe.in.gov/student-services/licensing/state-graduates>

**Note:** After September 1, 2013, TEP candidates will take the Pearson Content and Pedagogy exams for licensure. Candidates may take Praxis II until August 3, 1 2013. Courses required in the four-year degree curriculum may be found on the IU Kokomo School of Education Web site

([www.iuk.edu/academics/majors/education/index.shtml](http://www.iuk.edu/academics/majors/education/index.shtml)).

Students should plan their programs in consultation with an academic advisor and should monitor their programs to ensure all degree requirements are met. Failure to do so will delay program completion.

A three-year degree program is also available for students who attain at least a 3.5 out of 4.00 GPA at their high school, receive at least 1100 on their SAT or 25 on their ACT, and who receive an Academic Honors diploma. A program of study may be found on the IU Kokomo School of Education Web site ([www.iuk.edu/academics/majors/education/index.shtml](http://www.iuk.edu/academics/majors/education/index.shtml)).

## Field Experience and Student Teaching

Field experiences are important and essential components of the initial teacher education programs at IU Kokomo. All students must complete a series of continuous and ongoing experiences in early childhood, elementary or secondary classrooms, including observations, field practica, and student teaching. Admission to the Teacher Education Program is required to enroll in special methods courses and their related field experiences.

Applications for student teaching of any type must be filed in the year prior to the academic year in which the work is to be done. The published deadlines are posted on the School of Education website where applications are available. Student teaching is a full-time experience requiring complete participation in the school program, including evening activities as required. Student teachers should plan accordingly.

In order to be eligible for student teaching, students must:

1. Be formally admitted to the Teacher Education Program.
2. Submit a student teaching application to the School of Education at IU Kokomo.
3. Attain senior or graduate standing in the university or be within two semesters and one summer session of graduation/program completion.
4. Complete all professional education courses designated as prerequisites to student teaching.
5. Complete all the required courses (exclusive of student teaching for the K-6 and Early Childhood Education program) or complete at least 75 percent of the required work in the 5-12 teaching major.
6. Earn an overall GPA of at least 2.5 in all work taken at Indiana University (for undergraduates pursuing the B.S. Elementary Education).
7. Earn a GPA of at least 2.5 in the teaching major (for 5-12 programs)
8. Meet the required testing requirements for licensure by the Indiana Department of Education prior to student teaching.
9. Meet all other standards and requirements of the Indiana University Kokomo School of Education and the Indiana Department of Education.

## Bachelor of Science in Education

Students in the Bachelor of Science in the Bachelor of Science in Elementary Education and Bachelor of Science in Secondary Education are held responsible for meeting all requirements for graduation and for completing them by

the expected graduation date. Each program is designed to meet the course requirements for both the degree and the appropriate teaching license. The degree requirements for the Bachelor of Science in Education are:

1. Meet the regular matriculation requirements of the university.
2. Admission to the Teacher Education Program (TEP).
3. Completion of at least 35 credit hours of junior and senior courses (courses numbered 300 or above).
4. Completion of at least 30 of the last 60 credit hours required for a specific degree program at Indiana University Kokomo. These 30 credit hours will, with rare exception, include student teaching and methods courses in the major teaching areas. Students must also take some of the work in the major area at IU Kokomo unless they are transfer students from an IU campus where a degree in the major is offered. In this case, the requirement of some work in the major area at IU
5. Completion of the professional education courses as stipulated in the specific program, and all of the general education and subject matter courses required by IU Kokomo for the appropriate degree.
6. Completion of the number of total credit hours specified by each program.
7. Meet GPA requirements of the program as previously specified, including a minimum GPA of 2.5 in each special teaching area.
8. Meet all Decision Point requirements.
9. Recommendation by the student's academic advisor and approval by the education faculty.

## Bachelor of Science in Elementary Education

The Bachelor of Science in Elementary Education leads to an Elementary Generalist license (K-6). Students will be admitted into the program in a cohort and will continue to move through the program with others who have begun the program at the same time. The Bachelor of Science degree in Elementary Education will comprise: Content courses focus on the following: Communication Skills; Quantitative Literacy; Information Literacy; Critical Thinking; Cultural Diversity; Ethics and Civic Engagement; Social and Behavioral Science; Humanities and Arts; Physical and Life Sciences. All courses must have a grade of at least C. Students should plan their programs in consultation with an academic advisor and monitor their programs to ensure content requirements are met. Failure to do so will delay program completion. **Communication Skills and Information Literacy (9 cr.)**

- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 132 Elementary Composition II (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)

### Quantitative Literacy (12 cr.)

- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-T 109 Mathematics for Elementary Education I (3 cr.)
- MATH-T 110 Mathematics for Elementary Education II (3 cr.)
- EDUC-K 490 Assessment I (3 cr.)

### Critical Thinking (3 cr.)

- EDUC-P 251 Elementary Educational Psychology (3 cr.)

### Cultural Diversity (3 cr.)

- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)

### Ethics and Civic Engagement (3 cr.)

- EDUC-H 340 Education and the American Culture (3 cr.)

### Social and Behavior Science (6 cr.)

**Two 3- credit hour courses, each from a different area: Sociology, Psychology, Economics, Political Science, and History (We advise taking a World History and either Sociology or Psychology)**

- HIST-H 113 History of Western Civilization I (3 cr.) or HIST-H 114 History of Western Civilization II (3 cr.) or POLS-Y 217 Introduction to Comparative Politics (3 cr.) or POLS-Y 219 Introduction to International Relations (3 cr.)
- PSY-P 103 General Psychology (3 cr.) or SOC-S 100 Introduction to Sociology (3 cr.) or SOC-S 101 Social Problems and Policies (3 cr.)

### Humanities and Arts (7 cr.)

- EDUC-M 333 Elementary Art Methods (2 cr.)
- EDUC-M 323 Elementary Music Methods (2 cr.)

### One course from the following:

- Humanities (HSS-E 103: Note course counted only one time)
- Any ENG-L course • Any PHIL course except PHIL P-150

### Physical and Life Sciences (8 cr.)

**One 5-credit hour course with a lab and one 3-credit hour course from a different area. (We advise a Biology course and a Geology course)**

- BIOL-L 100 Humans and the Biological World (5 cr.) or BIOL-L 105 Introduction to Biology (5) or BIOL-L 270 Humans and Microorganisms (3) or BIOL-L 370 Plants, Animals, and Civilization (3) or PLSC-B 203 Survey of the Plant Kingdom (5 cr.) or PLSC-B 364 Summer Flowering Plants (5 cr.) or ANAT-A 215 Basic Human Anatomy (5) or PHSL-P 215 Basic Human Physiology (5) or MICR-J 200 Microbiology and Immunology (3) or SSCI-E 105
- GEOG-G 107 Physical Systems of the Environment or GEOG-G 315 Environmental Conservation

(3 cr.) or GEOL-G 100 General Geology (5 cr.) or GEOL-G 133 Geology of the United States or GEOL-G 400 Energy: Sources and Needs (3) or GEOL-T 312 Geology of Indiana (3 cr.) or SSCI-E 105

Student chooses among the IU Kokomo approved minors list. The Indiana Department of Education and the School of Education recommend minors in elementary content areas. A Special Education minor (23 credits) is also an option for the content minor. Successful completion of this minor will result in dual licensure in Elementary Generalist (K-6) and Exceptional Learners: Mild Intervention (K-6). Special Education required courses include:

- EDUC-K 370 Language and Learning Disorders (3)

- EDUC-K 343 Emotional and Behavioral Disorders I (3)
- EDUC-K 352 Learning Disability Methods (3)
- EDUC-K 495A Special Education Field Experience I (3)
- EDUC-K 344 Emotional and Behavioral Disorders II (3)
- EDUC-K 495B Special Education Field Experience II (3)
- EDUC-K 361 Assistive Technology (2)
- EDUC-K 362 Team Approaches to Educating Students with Disabilities (3)

Professional Education courses are intended to develop the knowledge, dispositions, and skills required for entry to the profession. The Pre-Professional courses are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills, and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, introduction to special needs children, diversity, technology and general methods. Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses, and program requirements assigned to Movements A-D. At Decision Points, faculty review and approval are required as conditions for program continuation.

- EDUC-F 205 Study of Education and the Practice of Teaching (3 cr. )
- EDUC-K 205 Introduction to Exceptional Children (3 cr.)
- EDUC-P 251 Educational Psychology for Elementary Teachers with Field (3 cr.)
- EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)
- EDUC-W 200 Computers in Education (3 cr.)
- EDUC-M 311 Elementary General Methods (1 cr.)

#### **Junior Year - Fifth Semester (Fall or Spring) Movement A**

- EDUC-E 339 Elementary Language Arts Methods (3 cr.)
- EDUC-E 335 Introduction to Early Childhood Education (3 cr.)
- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
- EDUC-M 323 The Teaching of Music in Elementary Schools (2 cr.)\*
- HPER-P 290 Movement Experiences for P-6 children (2 cr.)

#### **Junior Year - Sixth Semester (Fall or Spring) Movement B**

- EDUC-E 340 Elementary Reading Methods I (3 cr.)
- EDUC-E 341 Elementary Reading Methods II (3 cr.)
- EDUC-E 343 Mathematics in the Elementary Schools (3 cr.)
- EDUC-H 340 Education and the American Culture (3 cr.)\*
- EDUC-M 333 Art Experiences for the Elementary Teacher (2 cr.)\*

#### **Senior Year - Seventh Semester (Fall or Spring) Movement C**

- EDUC-E 325 Social Studies in the Elementary Schools (3 cr.)
- EDUC-E 328 Science in the Elementary Schools (3 cr.)
- EDUC-K 305 Teaching the Exceptional Learner in Elementary (3 cr.)
- EDUC-K 490 Assessment I (3 cr.)

\*EDUC-X 460 Books for Reading Instruction (3 cr.)\*

\*May be taken during summer

Senior Year - Eighth Semester (Fall or Spring) Movement D (Successful scores on State required test(s) are required before entering Movement D)

- EDUC-M 425 Student Teaching in the Elementary Schools (9 cr.) (Students choosing the Special Education minor will take EDUC-M 425 (5 cr.) and EDUC-K 488 Special Education Student Teaching (4 cr.)
- EDUC-M 440 Teaching Problems and Issues (3 cr.)

#### **NOTE:**

- EDUC-H 340 fulfills the IU Kokomo General Education Ethics and Civic Engagement Standard.
- EDUC-M 300 fulfills the IU Kokomo General Education Cultural Diversity Standard.
- EDUC-K 490 fulfills the statistical components of the IU Kokomo General Education Quantitative Literacy Standard.
- EDUC-P 251 fulfills the IU Kokomo General Education Critical Thinking Standard.

### **Professional Education Requirements (Elementary Education)**

Professional Education courses are intended to develop the knowledge, dispositions and skills required for entry to the profession. The Pre-Professional courses are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, special needs children, diversity, technology and general methods. Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses and program requirements assigned to Movements I - III. At each Decision Point, faculty review and approval are required as conditions for program continuation.

#### **Freshman and Sophomore Years - Year 1 and 2 Pre-professional courses**

- EDUC-F 205 Study of Education and Practice of Teaching (3 cr.)
- EDUC-K 205 Introduction to Exceptional Children (3 cr.)
- EDUC-P 255 Educational Psychology for Middle and Secondary Teachers (3 cr.)

- EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)
- EDUC-W 200 Computers in Education (3 cr.)\*
- EDUC-M 313 Secondary General Methods (1 cr.)\*

### Junior Year - Sixth Semester (Fall or Spring) Movement I

- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
- EDUC-H 340 Education and American Culture (3 cr.)  
\*

### Content Methods (Spring) (Middle School Generalist (5-9) select any two of the respective courses)

- EDUC-M 459 Secondary Mathematics Methods (3 cr.)
- EDUC-M 446 Secondary Science Methods (3 cr.)
- EDUC-M 442 Secondary Social Studies Methods (3 cr.)
- EDUC-M 416 Secondary Language Arts Methods (3 cr.)
- EDUC-M 430 Secondary Fine Arts: Visual Arts Methods (3 cr.)

### Senior Year - Seventh Semester (Fall or Spring) Movement II

- EDUC-M 464 Methods of Teaching Reading (3 cr.)
- EDUC-K 306 Teaching the Exceptional Learner in Secondary (3 cr.)
- EDUC-K 490 Assessment I (3 cr.)

### Content Methods (Fall) (Middle School Generalist (5-9) select any two of the respective courses)

- EDUC-M 441 Methods of Teaching SH/JH/MS Social Studies (3 cr.)
- EDUC-M 437 Methods of Teaching SH/JH/MS Science (3 cr.)
- EDUC-M 452 Methods of Teaching SH/JH/MS Eng/Lang Arts (3 cr.)
- EDUC-M 457 Methods of Teaching SH/JH/MS Mathematics (3 cr.)
- EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.)

### Senior Year – Eighth Semester (Fall or Spring) Movement III (Successful scores on State required test(s) are required before entering Movement III)

- EDUC-M 440 Teaching Problems and Issues Seminar (3 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (9 cr.)
- EDUC-M 470 Practicum Middle School Generalist (Grades 5-9) (9 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (5 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (4 cr.)
- Fine Arts: Visual Arts (P-12)
- EDUC-M 425 Student Teaching in the Elementary School (5 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (4 cr.)

\* May be taken in Summer

## Bachelor of Science in Secondary Education

The Bachelor of Science in Secondary Education leads to the secondary school teacher license (grades 5-12) in Mathematics, Language Arts/English, Physics, Chemistry, Physical Science, Life Science, Earth/Space Science, Historical Perspectives, Government and Citizenship, Sociology, Psychology, Economics or Exceptional Needs: Mild Intervention; secondary teacher license (P-12) in Fine Arts: Visual Arts and secondary teacher license (5-9) in combinations of Mathematics, Language Arts, Science, and Social Studies.. A minimum of 120 credit hours is needed for the degree. Students will be admitted to the program in a cohort and will continue to move through the program with others who have begun the program at the same time.

The Bachelor of Science degree in Secondary Education will comprise: General Education Requirements – B.S. Secondary Education: For any student in Education, he/she must have a minimum of 42 credit hours. All courses must have a grade of at least C. Students should plan their programs in consultation with an academic advisor and monitor them to ensure content requirements are met. Failure to do so will delay program completion.

### Communication Skills and Information Literacy (9 cr.)

- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 132 Elementary Composition II (3 cr.)
- SPCH-S 121 Public Speaking (3 cr.)

### Quantitative Literacy (minimum of 6 cr.)

- EDUC-K 490 Assessment I (3 cr.)

### One of the following:

- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Survey of Calculus (3 cr.)
- MATH-M 215 Calculus I (5 cr.)

### Critical Thinking (3 cr.)

- EDUC-P 255 Educational Psychology for Middle and Secondary Teachers (3 cr.)

### Cultural Diversity (3 cr.)

- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)

### Ethics and Civic Engagement (3 cr.)

- EDUC-H 340 Education and American Culture (3 cr.)

### Social and Behavioral Sciences (6 cr.)

Two 3-credit hour courses, each from a different area: Sociology, Psychology, Economics, Political Science, and History)

#### History

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)

#### Political Science

- POLS-Y 103 Introduction to American Politics (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to World Politics (3 cr.)

#### Economics

- ECON-E 175 Survey of Economics for Teachers (3 cr.)
- ECON-E 200 Fundamentals of Economics (3 cr.)
- ECON-E 201 Introduction to Micro Economics (3 cr.)
- ECON-E 202 Introduction to Macro Economics (3 cr.)

### Sociology

- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 101 Social Problems and Politics (3 cr.)

### Psychology

- PSY-P 103 General Psychology (3 cr.)
- HSS-E 104 when content is appropriate (3 cr.)

**Humanities and Arts (6 cr.)** One 3-credit hour course from each of the two areas: Literature & Philosophy and Fine, Performing & Communication Arts, Literature and Philosophy

- ENG-L XXX (3 cr.)
- ENG-E XXX (3 cr.)
- PHIL-P XXX (3 cr.) [except PHIL P 150 Elementary Logic (3 cr.)]
- FINA-A 101 Ancient and Medieval Art (3 cr.)
- FINA-A 102 Renaissance through Modern Art (3 cr.)
- SPAN-S 360 Introduction to Spanish Literature (3 cr.)
- HSS-E 103 when content is appropriate (3 cr.)

### Fine, Performing and Communications Art

- FINA-A 101 Ancient and Medieval Art (3 cr.)
- FINA-A 102 Renaissance through Modern Art (3 cr.)
- Any studio course (3)
- MUS-M 174 Appreciation to Music (3 cr.)
- MUS-U 320 Women in Music History (3 cr.)
- MUS-X 001 IU Kokomo Singers (2 cr.)
- MUS-X 040 Instrumental Ensemble Hand-bells (1 cr.)
- MUS-X 070 Instrumental Ensemble Choral (1 cr.)
- Any music performance course (1-3 cr.)
- THTR-T 120 Acting I (3 cr.)
- HUMA-U 101 Intro. to Humanities: What happens in Hamlet? (3 cr.)
- HUMA-U 102 Intro. to Humanities: The Live Performance (3 cr.)
- HUMA-U 103 Introduction to Creative Arts (3 cr.)
- HUMA-U 305 Art and Music in the 20th Century (3 cr.)
- ENG-W 203 Creative Writing (3 cr.)
- SPCH-S 201 Communicating in Public (3 cr.)
- HSS-E 103 when content is appropriate (3 cr.)

**Physical and Life Sciences (minimum of 8 cr.)** One 5 credit hour course with a lab and one 3-credit hour course from a different area **Biology**

- BIOL-L 100 Man and the Biological World (5 cr.)
- BIOL-L 105 Introduction to Biology (5 cr.)
- BIOL-L 270 Humans and Microorganisms (3 cr.)
- BIOL-L 370 Plants, Animals and Civilization (3 cr.)
- ANAT-A 215 Basic Human Anatomy (5 cr.)
- PHSL-P 215 Basic Human Physiology (5 cr.)
- MICR-J 200 Microbiology and Immunology (3 cr.)
- PLSC-B 203 Survey of the Plant Kingdom (5 cr.)
- PLSC-B 364 Summer Flowering Plants (5 cr.)

- SSCI-E 105 when content is appropriate (3 cr.)

### Physics

- PHYS-P 100 Physics in the Modern World (5 cr.)
- PHYS-P 201 General Physics I (5 cr.)
- SSCI-E 105 when content is appropriate (3 cr.)

### Chemistry

- CHEM-C 100 The World of Chemistry (3 cr.) and CHEM-C 120 Lab (2 cr.)
- CHEM-C 101 Elementary Chemistry (3 cr.) and CHEM C-121 Lab (2 cr.)
- CHEM-C 105 Principles of Chemistry (3 cr.) and CHEM C-125 Lab (2 cr.)
- CHEM-C 390 Environmental Science (3 cr.)
- SSCI-E 105 when content is appropriate (3 cr.)

### Geology

- GEOL-G 100 General Geology (5 cr.)
- GEOG-G 107 Physical Systems of the Environment (3 cr.)
- GEOG-G 315 Environmental Conservation (3 cr.)
- GEOL-G 133 Geology of the United States (3 cr.)
- GEOL-G 400 Energy: Sources and Needs (3 cr.)
- GEOL-T 312 Geology of Indiana (3 cr.)
- SSCI-E 105 Topics in Natural and Math Sciences (3 cr.)

\*Education courses have been approved to satisfy the General Education Core Level Requirements:

- EDUC-K 490 for Quantitative Literacy
- EDUC-M 300 for Cultural Diversity
- EDUC-H 340 for Ethics and Civic Engagement
- EDUC-P 255 for Critical Thinking

## Professional Education Requirements (Secondary Education)

Professional Education courses are intended to develop the knowledge, dispositions and skills required for entry to the profession. The Pre-Professional courses are taken during the freshman and sophomore years and prior to formal admission into the Teacher Education Program (TEP). These courses develop the knowledge, skills and dispositions that underlie all teacher education regardless of the developmental focus. These include inquiry, learning theory, special needs children, diversity, technology and general methods. Within the Professional Education component of the degree, there are both foundational and specialized requirements. During the junior and senior years, students must be formally admitted into TEP and complete all content courses, education courses and program requirements assigned to Movements I - III. At each Decision Point, faculty review and approval are required as conditions for program continuation.

- EDUC-F 205 Study of Education and Practice of Teaching (3 cr.)
- EDUC-K 205 Introduction to Exceptional Children (3 cr.)
- EDUC-P 255 Educational Psychology for Middle and Secondary Teachers (3 cr.)
- EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)
- EDUC-W 200 Computers in Education (3 cr.)\*
- EDUC-M 313 Secondary General Methods (1 cr.)\*

- EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)
- EDUC-H 340 Education and American Culture (3 cr.)

- EDUC-M 459 Secondary Mathematics Methods (3 cr.)
- EDUC-M 446 Secondary Science Methods (3 cr.)
- EDUC-M 442 Secondary Social Studies Methods (3 cr.)
- EDUC-M 416 Secondary Language Arts Methods (3 cr.)
- EDUC-M 430 Secondary Fine Arts: Visual Arts Methods (3 cr.)

- EDUC-M 464 Methods of Teaching Reading (3 cr.)
- EDUC-K 306 Teaching the Exceptional Learner in Secondary (3 cr.)
- EDUC-K 490 Assessment I (3 cr.)

- EDUC-M 441 Methods of Teaching SH/JH/MS Social Studies (3 cr.)
- EDUC-M 437 Methods of Teaching SH/JH/MS Science (3 cr.)
- EDUC-M 452 Methods of Teaching SH/JH/MS Eng/Lang Arts (3 cr.)
- EDUC-M 457 Methods of Teaching SH/JH/MS Mathematics (3 cr.)
- EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.)

- EDUC-M 440 Teaching Problems and Issues Seminar (3 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (9 cr.)
- EDUC-M 470 Practicum Middle School Generalist (Grades 5-9) (9 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (5 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (4 cr.)
- Fine Arts: Visual Arts (P-12)
- EDUC-M 425 Student Teaching in the Elementary School (5 cr.)
- EDUC-M 480 Student Teaching in the Secondary School (4 cr.)

\* May be taken in Summer

## Teaching Major Requirements

B.S. Secondary Education degree has a minimum of 41 credit hours for each teaching major license (Mathematics, English/Language Arts, Science, Social Studies, Fine Arts: Visual Arts, Middle School Generalist, and Exceptional Learners: Mild Intervention).

## English/Language Arts Teaching Major

This Special Education license for grade 5-12 is a licensure area within the secondary education program but has its own planning guide. The program is a total 126

credit hours. The General Education Content requirements and the Year 1 and 2 Pre-professional courses are the same as the Secondary Education program. Additional pre-professional special education courses are as follows:

- EDUC-K 370 Language and Learning Disorders
- EDUC-K 343 Emotional and Behavioral Disorders I
- EDUC-K 352 Educating Students with Learning Disorders\*
- EDUC-K 495A Special Education Field Experience I\*
- EDUC-K 362 Team Approaches to Educating Students with Disabilities

### Movement I

- EDUC-K 361 Assistive Technology (2)
- EDUC-K 441 Transition across the Lifespan
- EDUC-M 300 Teaching in a Pluralistic Society
- EDUC-H 340 Education and the American Culture\*
- EDUC-K 371 Assessment & Individualized Instruction in Reading and Mathematics\*
- EDUC-K 495B Special Education Field Experience II\*

### Movement II

- EDUC-K 380 Curriculum and Methods for Educating Mentally Retarded
- EDUC-M 464 Reading in the Content Areas
- EDUC-K 306 Teaching Students with Special Needs in the Secondary Classroom
- EDUC-K 490 Assessment I

### Movement III (Successful scores on State required test(s) are required before entering Movement III)

- EDUC-K 488 Special Education Student Teaching (9)
- EDUC-M 440 Teaching Problems and Issues Seminar

All Secondary Education majors choosing Special Education as their licensure area will need to take at least 24 additional credit hours in a Core Academic Subject Area. The Indiana Department of Education and the IU Kokomo School of Education recommend the following Core Academic Subject Areas: English, Reading or Language Arts, Mathematics, Fine Arts: Visual Arts, Science, and Social Studies in the areas of Economics, Government, and History.

## Mathematics Teaching Major (minimum 41 cr.)

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Mathematics. A minimum GPA of 2.5 in the teaching major is required (with a grade of C or better in each course).

- MATH-M 215 Calculus I (5 cr.)
- MATH-M 216 Calculus II (5 cr.)
- MATH-M 311 Calculus III (5 cr.)
- MATH-M 303 Linear Algebra for Undergraduates (3 cr.)
- MATH-M 403 Introduction to Modern Algebra I (3 cr.)
- MATH-M 360 Elements of Probability (3 cr.)

- MATH-M 366 Elements of Statistical Inference (3 cr.)
- MATH-T 336 Topics in Euclidean Geometry (3 cr.)
- MATH-M 347 Discrete Math (3 cr.)
- MATH-M 313 Elementary Differential Equations with Applications (3 cr.)
- MATH-M 404 Introduction to Modern Algebra II (3 cr.)
- MATH-M 413 Introduction to Analysis II (3 cr.)

## Science Teaching Major

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Science. A minimum GPA of 2.5 is required in the teaching major with a grade of C or better in each course. The IU Kokomo Teacher Education Program requires students to choose one licensure area and complete at least 41 credit hours.

### Life Science

- BIOL-L 105 Intro to Biology (5 cr.)
- MICR-M 310 Microbiology (3 cr.)
- BIOL-L 211 Introduction to Molecular Biology and BIOL-L 213 Lab (5 cr.)
- BIOL-L 473 Ecology and BIOL-L 474 Lab (5 cr.)
- BIOL-L 364 Principles of Genetics (3 cr.)
- BIOL-L 203 Evolution & Diversity of Life (3 cr.)
- CHEM-C 483 Biological Chemistry (3 cr.)
- CHEM-C 105 General Chemistry I and CHEM C-125 Lab (5 cr.)
- PHYS-P 201 General Physics I (5 cr.) or PHYS-P 221 Physics I (5 cr.)
- GEOL-G 100 General Geology (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)

### Physical Science

- PHYS-P 201 General Physics I (5 cr.) or PHYS-P 221 Physics I (5 cr.)
- PHYS-P 202 General Physics II (5 cr.) or PHYS-P 222 Physics II (5 cr.)
- PHYS-P 301 Contemporary Physics (3 cr.)
- PHYS-P 310 Environmental Physics (3 cr.)
- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- CHEM-C 106 General Chemistry II and CHEM-C 126 Lab (5 cr.)
- CHEM-C 341 Organic Chemistry I (3 cr.) and CHEM-C 343 Organic Chemistry I Lab (2 cr.) or CHEM-C 361 Introductory Physical Chemistry (3 cr.)
- BIOL-L 105 Intro to Biology (5 cr.)
- GEOL-G 100 General Geology (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- MATH-M 215 Calculus I (5 cr.)

### Chemistry

- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- CHEM-C 106 General Chemistry II and CHEM-C 126 Lab (5 cr.)
- CHEM-C 483 Biological Chemistry (3 cr.)
- CHEM-C 341 Organic Chemistry and CHEM-C 343 Laboratory (5 cr.)
- CHEM-C 361 Introductory Physical Chemistry (3 cr.)
- CHEM-C 430 Inorganic Chemistry (3 cr.)
- BIOL-L 105 Intro to Biology (5 cr.)

- PHYS-P 201 General Physics I (5 cr.) or PHYS-P 221 Physics I (5 cr.)
- GEOL-G 100 General Geology (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- MATH-M 215 Calculus I (5 cr.)

### Earth/Space Science

- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.) AST-A 110 Introduction to Astronomy (3 cr.)
- GEOG-G 107 Physical Systems of the Environment (3 cr.)
- GEOG-G 315 Environmental Conservation (3 cr.)
- GEOL-G 100 General Geology (5 cr.)
- GEOL-G 133 Geology of the United States (5 cr.)
- GEOL-G 400 Energy: Sources and Needs (3 cr.)
- GEOL-T 312 Geology of Indiana (3 cr.)
- GEOL-T 326 Geology of Mineral Resources (3 cr.)
- BIOL-L 105 Introduction to Biology (5 cr.)
- MATH-K 310 Statistical Techniques (3 cr.)

### Physics

- PHYS-P 201 General Physics I (5 cr.) or PHYS P 221 Physics I (5 cr.)
- PHYS-P 202 General Physics II (5 cr.) or PHYS P 222 Physics II (5 cr.)
- PHYS-P 301 Contemporary Physics (3 cr.)
- PHYS-P 310 Environmental Physics (3 cr.)
- AST-A 100 Solar System (3 cr.)
- AST-A 110 Introduction to Astronomy (3 cr.)
- BIOL-L 105 Intro to Biology (5 cr.)
- CHEM-C 105 General Chemistry I and CHEM-C 125 Lab (5 cr.)
- GEOL-G 100 General Geology (5 cr.) or GEOG-G 107 Physical Systems of the Environment (3 cr.)
- MATH-M 215 Calculus I (5 cr.)

## Social Studies Teaching Major

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Social Studies. A minimum GPA of 2.5 in the teaching major is required (with no grade less than a C in the teaching major). The IU Kokomo Teacher Education Program requires that Historical Perspectives and Government and Citizenship be the licensure areas. Student may want to choose a minor in either Sociology, Psychology, or Economics to add an additional licensure area. The minor will be additional credit hours.

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)
- Any H-3XX US History course (3 cr.)
- Any H-3XX International History course (3 cr.)
- Any H-3XX History course (3 cr.)
- POLS-Y 103 Introduction to Political Science (3 cr.)
- POLS-Y 215 Introduction to Political Theory (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.) or
- POLS-Y 219 Introduction to World Politics (3 cr.)
- Any POLS-Y 3XX US Political Science course (3 cr.)

- Any POLS-Y 3XX World Political Science course (3 cr.)
- Any POLS-Y 3XX Political Science (3 cr.)
- Any HIST-H 3XX History course (3 cr.) or POLS-Y3XX Political Science course (3 cr.)
- ECON-E 201 Introduction to Micro Economics (3 cr.)
- ECON-E 202 Introduction to Macro Economics (3 cr.)
- ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.)
- ECON-E 303 Survey of International Economics or BUS-D 301 International Business Environment (3 cr.)
- Any ECON-E 3XX course or above
- PSY-P 103 Introduction to Psychology (3 cr.)
- PSY-P 211 Methods of Experimental Psychology (3 cr.)
- PSY-P 216 Lifespan Development (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)
- PSY-P 326 Neuroscience (3 cr.)
- SOC-S 100 Introduction to Sociology (3 cr.)
- SOC-S 252 Methods of Sociological Research (3 cr.)
- SOC-S 340 Social Theory (3 cr.)
- SOC-S 316 The Family (3 cr.)
- SOC-S 317 Inequality (3 cr.)
- SOC-S 331 Sociology of Aging (3 cr.) or SOC-S 335 Race and Ethnic Relations (3 cr.) or SOC-S 338 Gender Roles (3 cr.)
- SOC-S 325 Criminology (3 cr.) or SOC-S 328 Juvenile Delinquency (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)

## Fine Arts: Visual Arts Teaching Major

Teaching major requirements are fulfilled by completing a minimum of 41 credit hours in Fine Arts: Visual Arts. A minimum GPA of 2.5 in the teaching major is required (with a grade of C or better in each course).

- FINA-F 101 Fundamental Studio 3-D (3 cr.)
- FINA-F 102 Fundamental Studio 2-D (3 cr.)
- FINA-S 200 Drawing I (3 cr.)
- FINA-S 230 Painting I (3 cr.)
- FINA-S 272 Objects in Time and Space (3 cr.)
- FINA-S 280 Metalsmithing I (3 cr.)
- FINA-S 260 Ceramics I (3 cr.)
- FINA-S 215 Digital Media Studio (3 cr.)
- FINA-F 100 Fundamental Studio: Drawing (3 cr.)
- FINA-S 240 Introduction to Printmaking Media (3 cr.)
- FINA-A 101 Ancient/Medieval Art (3 cr.)
- FINA-A 102 Renaissance through Modern Art (3 cr.)
- Any FINA-A 2XX or FINA-A 3XX (3 cr.)
- FINA-P 346 Philosophy of Art (3 cr.)

## Exceptional Learners: Mild Intervention

This Special Education license for grade 5-12 is a licensure area within the secondary education program but has its own planning guide. The program is a total 126 credit hours. The General Education Content requirements and the Year 1 and 2 Pre-professional courses are the same as the Secondary Education program. Additional pre-professional special education courses are as follows:

- EDUC-K 370 Language and Learning Disorders
- EDUC-K 343 Emotional and Behavioral Disorders I
- EDUC-K 352 Educating Students with Learning Disorders\*
- EDUC-K 495A Special Education Field Experience I\*
- EDUC-K 362 Team Approaches to Educating Students with Disabilities

### Movement I

- EDUC-K 361 Assistive Technology (2)
- EDUC-K 441 Transition across the Lifespan
- EDUC-M 300 Teaching in a Pluralistic Society
- EDUC-H 340 Education and the American Culture\*
- EDUC-K 371 Assessment & Individualized Instruction in Reading and Mathematics\*
- EDUC-K 495B Special Education Field Experience II\*

### Movement II

- EDUC-K 380 Curriculum and Methods for Educating Mentally Retarded
- EDUC-M 464 Reading in the Content Areas
- EDUC-K 306 Teaching Students with Special Needs in the Secondary Classroom
- EDUC-K 490 Assessment I

### Movement III (Successful scores on State required test(s) are required before entering Movement III)

- EDUC-K 488 Special Education Student Teaching (9)
- EDUC-M 440 Teaching Problems and Issues Seminar

All Secondary Education majors choosing Special Education as their licensure area will need to take at least 24 additional credit hours in a Core Academic Subject Area. The Indiana Department of Education and the IU Kokomo School of Education recommend the following Core Academic Subject Areas: English, Reading or Language Arts, Mathematics, Fine Arts: Visual Arts, Science, and Social Studies in the areas of Economics, Government, and History.

## Change to Education

The Change to Education Program Secondary is for those individuals who have already earned a baccalaureate degree and who are interested in becoming secondary education teachers. All applications for the Change to Education Program Secondary must be received by the School of Education at IU Kokomo by mid-April for Fall admits and mid-October for Spring admits.

### Admission Requirements

1. Eligible candidate must have completed a baccalaureate degree at an accredited institution with a major in the same subject area in which the

- candidate is seeking licensure: Language Arts, Mathematics, Science, Social Studies.
2. Candidate must have a grade point average of 2.5 on a four (4.00) point scale, both in the major and overall.
  3. A Master of Science degree from an accredited institution of higher education, with a major in the same subject area for which licensure is sought, may also qualify one for admission.
  4. A cover letter (approximately two pages) in which the candidate outlines goals, reasons for pursuing a teaching license and how the C2E program will match these goals.
  5. Official score reports from PRAXIS II, indicating you have passed this tests. (After September 1, 2013, TEP candidates will take the Pearson Content and Pedagogy exams for licensure.)
  6. A detailed resume.
  7. Official copies of past college or university transcripts.

#### Required Courses

Three semesters of education-related coursework, delivered in seminar format and online, followed by one semester of student teaching. Seminar content will focus on the Essential Pedagogies: Development, Curriculum, Instruction, Assessment, and Professionalism. Field experiences may be accomplished by paid internship/ substitute teaching in one of the School of Education's Center for Educational Partnership (CEP) twenty-two school corporations.

### Master of Science in Education

The Master of Science in Education is a 2-year degree program that provides graduate-level study to P-12 classroom teachers. M.S. in Education candidates are admitted into the program in a cohort beginning Fall semester and continue through the program for six semesters, including Summer semesters. The M.S. in Education degree is a 36-credit hour advanced teacher education program, composed of four broad areas of coursework:

- EDUC-P 514 Life Span Development: Birth to Death (3 cr.)
- EDUC-K 505 Intro to Special Education for Graduate Students (3 cr.)
- EDUC-P 507 Assessment in the Schools (3 cr.)
- EDUC-H 520 Education and Social Issues (3 cr.)
- EDUC-W 505 Professional Development Workshop: Multimedia in the Classroom (3 cr.)
- EDUC-W 505 Professional Development Workshop: Electronic Portfolios Part 1 (1 cr.)
- EDUC-W 505 Professional Development Workshop: Electronic Portfolios Part 2 (1 cr.)
- EDUC-W 505 Professional Development Workshop: Electronic Portfolios Part 3 (1 cr.)

- EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)
- EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.)
- EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)
- \*500-level Content Pedagogy or 400- and 500-level Content Course (3 cr.)
- \*500-level Content Pedagogy or 400- and 500-level Content Course (3 cr.)
- \*500-level Content Pedagogy or 400- and 500-level Content Course (3 cr.)

\*subject to approval from the Graduate Advisor

The M.S. in Education degree program is intended to provide graduate study in teacher education and is aligned with the National Board for Professional Teacher Standards (NBPTS) Besides the course work outlined above, the program offers candidates a range of program experiences including: 1) evaluating undergraduate teacher education portfolios, 2) leading undergraduate teacher education candidates in field and clinical experiences, 3) implementing teacher-developed curriculum at field sites, and 4) conducting action research within classroom/ school parameters. All candidates are monitored for progression through the program with use of a five benchmark sequence. Benchmark I includes admission into the program, Benchmarks II through Benchmark IV include course work as well as program experiences, and Benchmark V is a check of successful completion. At the completion of each Benchmark, faculty review and approval are required as conditions for program continuation.

- EDUC-W 505 Multimedia in the Classroom (3 cr.)
- EDUC-W 505 Electronic Portfolio Development Part 1 (1 cr.)
- EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)
- EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)
- EDUC-K 505 Special Education for Graduate Students (3 cr.)
- EDUC-W 505 Electronic Portfolio Development Part 2 (1 cr.)
- Content Pedagogy or Content Course (3 cr.)
- EDUC-P 514 Life Span Development: Birth to Death (3 cr.)
- EDUC-H 520 Education and Social Issues (3 cr.)
- EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.)
- Content Pedagogy or Content Course (3 cr.)

#### Summer Semester – Benchmark 4

- EDUC-P 507 Assessment in the Schools (3 cr.)
- Content Pedagogy or Content Course (3 cr.)
- EDUC-W 505 Electronic Portfolio Development Part 3 (1 cr.)

The following policies govern the application of graduate courses into the M.S. degree program:

- The School of Education determines the credit that may be accepted from other institutions and applied toward the M.S. degree.
- Courses applied to program requirements must have been completed at an accredited institution within 36 months of M.S. program admission.
- A maximum of 6 credit hours may be transferred from other institutions and applied to M.S.
- No undergraduate courses may be used to satisfy M.S. program requirements.
- Coursework applied to M.S. program requirements must carry a grade of "C" or better.

## Education Courses Undergraduate

**EDUC-E 325 Social Studies in the Elementary Schools (3 cr.)** P: EDUC-E 339, EDUC-E 340, EDUC-E 341, and EDUC-M 299. Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making and value analysis.\*\*

**EDUC-E 328 Science in the Elementary Schools (3 cr.)** P: EDUC-E 339, EDUC-E 340, EDUC-E 341, and EDUC-M 299. Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools. \*\*

**EDUC-E 335 Introduction to Early Childhood Education (3 cr.)** P: Admission to the TEP. This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills.\*\*

**EDUC-E 339 Methods of Teaching Language Arts in the Elementary Schools I (3 cr.)** P: Admission to the TEP. Describes the methods, materials, and techniques employed in the elementary language arts program.\*\*

**EDUC-E 340 Methods of Teaching Reading in the Elementary Schools I (3 cr.)** P: EDUC-E 339. Focuses on materials, methods, and techniques employed in a developmental reading program. Field experience arranged in public schools.\*\*

**EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.)** P: EDUC-E 339. Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.\*\*

**EDUC-E 343 Mathematics in the Elementary Schools (3 cr.)** P EDUC-M 299, MATH-T 109, and MATH-T 110. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.\*\*

**EDUC-E 349 Teaching and Learning for All Young Children I: Focus on Birth to Age 3 (3 cr.)** skills in real-life settings with typically and atypically developing young children, birth to age three. They will learn how to become keen observers of children, and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.\*\*

**EDUC-E 352 Teaching and Learning in Preschool/ Kindergarten II (6 cr.)** P: EDUC-E 349. This course engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.\*\*

**EDUC-E 353 Foundations of Early Care and Education: III (6 cr.)** P: EDUC-E 351. Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the K-3 child. They will examine how these factors influence the K-3 child's educational experiences and how programs should be designed to address the needs of all children.\*\*

**EDUC-E 354 Teaching and Learning for All Young Children: III Focus on K/Primary (6 cr.)** P: EDUC-E 352. This course engages students in the development, implementation, and assessment of curricula for all children in K- Grade 3 classrooms. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.\*\*

**EDUC-E 490 Research in Elementary Education (1-3 cr.)** P: consent of instructor. Individual research.\*\*

**EDUC-E 524 Workshop in Early Childhood Education (arr. cr.)** Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

**EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.)** Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

**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 and methods of evaluating it.

**EDUC-E 536 Supervision of Elementary School Instruction (3 cr.)** Modern concepts of supervision and the evolutionary processes through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor or consultant. Study of group processes in a democratic school system.

**EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)** Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

**EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.)** For

experienced teachers. Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

**EDUC-E 547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.)** For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

**EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)** Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

**EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.)** Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials.

**EDUC-E 553 The Teacher and Elementary School Organization (3 cr.)** The structure and organization of the elementary school and the role of the teacher in its effective operation. For classroom teachers.

**EDUC-F 205 Study of Education and the Practice of Teaching (3 cr.)** A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

**EDUC-H 340 Education and the American Culture (3 cr.)** P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. The present educational system - its social impact and future implications - viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.

**EDUC-H 520 Education and Social Issues (3 cr.)** Identification and analysis of major problems set for education by the pluralistic culture of American society.

**EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)** Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction; and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

**EDUC-K 205 Introduction to Exceptional Children (3 cr.)** P: EDUC-F 205. An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.\*\*

**EDUC-K 305 Teaching Students with Special Needs in the Elementary Classroom (3 cr.)** P: EDUC-K 205. Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented in the regular elementary

classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals. \*\*

**EDUC-K 306 Teaching Students with Special Needs in the Secondary Classroom (3 cr.)** P: EDUC-K 205. This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs. \*\*

**EDUC-K 343 Emotional and Behavioral Disorders I (3 cr.)** P: EDUC-K 205. A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

**EDUC-K 344 Emotional and Behavioral Disorders II (3 cr.)** P: EDUC-K 343. A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

**EDUC-K 352 Learning Disability Methods (3 cr.)** P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. 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.

**EDUC-K 361 Assistive Technology (2 cr.)** P: EDUC-K 343; EDUC-K 370, EDUC-K 495A, EDUC-K 362. Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

**EDUC-K 362 Team Approaches to Educating Students with Disabilities (3 cr.)** P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

**EDUC-K 370 Language and Learning Disorder (3 cr.)** P: EDUC-K 205. Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

**EDUC-K 371 Assessment and Individualized Instruction in Reading and Math (3 cr.)** P: EDUC-K 362. Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

**EDUC-K 441 Transition Across the Lifespan (3 cr.)** P: EDUC-K 362. Gives prospective teachers the information and skills necessary to effectively teach students with disabilities at the high school level. An overview of characteristics of secondary students with mild disabilities, school programs, transition from school life to adult life, curriculum issues, and strategies of effective instruction for students with disabilities will be covered.

**EDUC-K 488 Student Teaching in Special Education (3 cr.)** Provides students an opportunity to teach exceptional children under the supervision of a licensed

special education teacher and a university special education supervisor.\*\*

**EDUC-K 490 Topical Seminar: Assessment 1 (3 cr.)** Assessment and Instruction This seminar assists students in gaining knowledge of formal and informal assessment techniques; how to link assessment to curriculum and instruction; and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs

**EDUC-K 495A Special Education Field Experience (3 cr.)** P: EDUC-K 343, EDUC-K 370. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.\*\*

**EDUC-K 495B Special Education Field Experience (3 cr.)** P: EDUC-K 495A. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.\*\*

**EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.)** P: graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

**EDUC-M 199 Passing scores on PRAXIS I (0 cr.)** Beginning January 1, 2013, for admission to the Teacher Education Program (TEP) students will take the Pearson Core Academic Skills Assessment.

**EDUC-M 299 Admission to Teacher Education Program (0 cr.)**

**EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)** P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. These courses are designed to introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.\*\*

**EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.)** P: EDUC-M 299. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

**EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.)** P: FINA-A 101 or FINA-A 102 and admission to TEP. The selection, organization, guidance, and evaluation of art activities, both individual and group. Laboratory experiences with materials and methods of presenting projects.

**EDUC-M 416 Inquiry into Secondary English Methods: High School (3 cr.)** Study of current trends, issues, theory, and research in teaching and learning English/ Language Arts. Explores language, composition, literature, and media arts; developing multicultural curricula; and

engaging students in meaningful inquiry facilitating students' responsibility for themselves and their world.\*\*

**EDUC-M 423 Student Teaching: Early Childhood (6 cr.)** Full-time supervised student teaching for a minimum of eight weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university provided supervision.\*\*

**EDUC-M 424 Student Teaching: Kindergarten-Primary (6 cr.)** Full-time supervised student teaching for a minimum of eight weeks in a kindergarten or primary grade in a school accredited by the state of Indiana. The experience is directed by a qualified supervising teacher and has university-provided supervision.\*\*

**EDUC-M 425 Student Teaching in the Elementary Schools (9-15 cr.)** P: Consent of the faculty. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 14 weeks.\*\*

**EDUC-M 430 Foundations of Art Education and Methods II (3 cr.)** Advanced study of curriculum developments in art education. Special attention is given to art teaching in secondary schools.\*\*

**EDUC-M 437 Teaching Science 5-12 (3 cr.)** Focuses 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.

**EDUC-M 440 Teaching Problems and Issues (3 cr.)** Seminar taught as a co-requisite with early childhood (EDUC-M 423), kindergarten/primary (EDUC-M 424), elementary (EDUC-M 425), and/or middle/junior high school (EDUC-M 470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher.

**EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.)** Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.\*\*

**EDUC-M 442 Teaching Secondary School Social Studies (3 cr.)** I Includes consideration of philosophical and psychological perspectives, development and practice of skills and techniques, selection of content and materials, and evaluation of student and teacher performance. Micro-teaching laboratory included.\*\*

**EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.)** P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in junior high/middle school or secondary school.\*\*

**EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.)** Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess

ongoing programs in public schools and to study materials appropriate for these programs.\*\*

**EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)** Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.\*\*

**EDUC-M 459 Teaching Mathematics 5-12 (3 cr.)** Focuses on the curriculum and instruction issues that teachers make every day in the classroom. Specifically, students in the course will examine current theories and apply these theories to instructional practices.\*\*

**EDUC-M 464 Methods of Teaching Reading (3 cr.)** Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.\*\*

**EDUC-M 480 Student Teaching: Secondary (1-14 cr.)** Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school. Grade: S or F.\*\*

**EDUC-M 550 Practicum: (variable title) (1-8 cr.)** Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. Grade: S or F. \*\*

**EDUC-P 251 Educational Psychology for Elementary Teachers (3 cr.)** P: EDUC-F 205. The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.\*\*

**EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers (3 cr.)** P: EDUC-F 205. The application of psychological concepts to school learning and teaching in the perspective of development from the beginning of preadolescence adolescence. Special attention is devoted to the needs of the handicapped.\*\*

**EDUC-P 290 Professional Practices: Education (2 cr.)** P: Admission to the TEP. Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed on curriculum planning and design that is developmentally appropriate.\*\*

**EDUC-P 348 Foundations of Child Growth and Development: Focus on Birth to Age 3 (3 cr.)** P: Admission to the TEP. Students will examine historical as well as contemporary theories of child growth and development for typically and atypically developing children throughout the early childhood period. All facets of development will be examined including physical, emotional, social, language, and cognitive

development. Particular focus will be on prenatal to age three development.\*\*

**EDUC-P 351 Foundations of Child Development: Focus on 3 to 8 year old children (3 cr.)** P: P 348. Students will examine child growth and development for typically and atypically developing children, including physical, emotional, social, language, and cognitive development. Particular focus will be on 3- to 8-year old children.\*\*

**EDUC-P 501 Statistical Method Applied to Education (3 cr.)** An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, and correlation techniques. Emphasis on theoretical and computational skills.

**EDUC-P 503 Introduction to Research (3 cr.)** Methods and procedures in educational research.

**EDUC-P 507 Testing in the Classroom (3 cr.)** An introduction to the central concepts of tests and measurements, and formal and informal assessment strategies for assessing students and instructional programs.

**EDUC-P 510 Psychology in Teaching (3 cr.)** Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

**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 540 Learning and Cognition in Education (3 cr.)** Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

**EDUC-P 570 Behavior Problems in the Public Schools (3 cr.)** For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

**EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)** Course provides the elementary education major with background in the science process skills needed to complete required science courses.\*\*

**EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.)** Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

**EDUC-Q 540 Teaching Environmental Education (3 cr.)** For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the

development and evaluation of new interdisciplinary teaching materials.

**EDUC-S 503 Secondary School Education (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.

**EDUC-S 505 The Junior High and Middle School (3 cr.)** Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

**EDUC-S 507 The Teacher and Secondary School Organization (3 cr.)** For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

**EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.)** The developmental reading program in junior high and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

**EDUC-S 530 Junior High and Middle School Curriculum (3 cr.)** The educational program designed for the junior high and middle school. Functions, organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

**EDUC-W 200 Computers in Education: An Introduction (3 cr.)** Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and applied experience with educational software packages and commonly used microcomputer hardware. For education majors only.

**EDUC-W 505 Multimedia in the Classroom (3 cr.)** Intended to equip teachers and administrators with confidence when using the myriad of technology tools available for educators. Skills covered include: scanning, digital camera photography, video capture, creating slide shows, developing web pages, and audio capture.

**EDUC-X 460 Books for Reading Instruction (3 cr.)** P: EDUC-E 349. Examines use of trade books and non-text materials for teaching Language Arts and Reading K-8. Special sessions may focus on specific student populations.

**EDUC-X 490 Research in Reading (1-6 cr.)** P: Consent of instructor. Individual research.

**EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.)** P: EDUC-E 545 or EDUC-S 514 or consent of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

**EDUC-X 530 Topical Workshop in Reading (3 cr.)** Individual and group study of special topics in the field of

reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

**EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)** Methods and procedures in educational research. The primary purpose of this course is to introduce students to the basics of educational research, principally as it occurs in and is applied to practical, classroom settings. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with the instructor, and student-led presentations related to proposed research projects.

**EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.)** P: Successful completion of EDUC-Y 520. Application of methods and procedures in educational research. The primary purpose of this course is to apply educational inquiry strategies and skills learned in Y 520 Strategies for Educational Inquiry. Course design will include lecture and discussions, independent study, individual conferences/tutorials with the instructor, and student-led presentations related to completed research projects.

## Graduate Courses

**EDUC-E 325 Social Studies in the Elementary Schools (3 cr.)** P: EDUC-E 339, EDUC-E 340, EDUC-E 341, and EDUC-M 299. Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making and value analysis.\*\*

**EDUC-E 328 Science in the Elementary Schools (3 cr.)** P: EDUC-E 339, EDUC-E 340, EDUC-E 341, and EDUC-M 299. Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools. \*\*

**EDUC-E 335 Introduction to Early Childhood Education (3 cr.)** P: Admission to the TEP. This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills.\*\*

**EDUC-E 339 Methods of Teaching Language Arts in the Elementary Schools I (3 cr.)** P: Admission to the TEP. Describes the methods, materials, and techniques employed in the elementary language arts program.\*\*

**EDUC-E 340 Methods of Teaching Reading in the Elementary Schools I (3 cr.)** P: EDUC-E 339. Focuses on materials, methods, and techniques employed in a developmental reading program. Field experience arranged in public schools.\*\*

**EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.)** P: EDUC-E 339. Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.\*\*

**EDUC-E 343 Mathematics in the Elementary Schools (3 cr.)** P EDUC-M 299, MATH-T 109, and MATH-T 110. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.\*\*

**EDUC-E 349 Teaching and Learning for All Young Children I: Focus on Birth to Age 3 (3 cr.)** skills in real-life settings with typically and atypically developing young children, birth to age three. They will learn how to become keen observers of children, and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.\*\*

**EDUC-E 352 Teaching and Learning in Preschool/Kindergarten II (6 cr.)** P: EDUC-E 349. This course engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.\*\*

**EDUC-E 353 Foundations of Early Care and Education: III (6 cr.)** P: EDUC-E 351. Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the K-3 child. They will examine how these factors influence the K-3 child's educational experiences and how programs should be designed to address the needs of all children.\*\*

**EDUC-E 354 Teaching and Learning for All Young Children: III Focus on K/Primary (6 cr.)** P: EDUC-E 352. This course engages students in the development, implementation, and assessment of curricula for all children in K- Grade 3 classrooms. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.\*\*

**EDUC-E 490 Research in Elementary Education (1-3 cr.)** P: consent of instructor. Individual research.\*\*

**EDUC-E 524 Workshop in Early Childhood Education (arr. cr.)** Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

**EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.)** Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

**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 and methods of evaluating it.

**EDUC-E 536 Supervision of Elementary School Instruction (3 cr.)** Modern concepts of supervision and the evolutionary processes through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor or consultant. Study of group processes in a democratic school system.

**EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)**

Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

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Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals. \*\*

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**EDUC-K 344 Emotional and Behavioral Disorders II (3 cr.)** P: EDUC-K 343. A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

**EDUC-K 352 Learning Disability Methods (3 cr.)** P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. 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.

**EDUC-K 361 Assistive Technology (2 cr.)** P: EDUC-K 343; EDUC-K 370, EDUC-K 495A, EDUC-K 362. Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

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Assessment and Instruction This seminar assists students in gaining knowledge of formal and informal assessment techniques; how to link assessment to curriculum and instruction; and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs

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**EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.)** P: graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

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Beginning January 1, 2013, for admission to the Teacher Education Program (TEP) students will take the Pearson Core Academic Skills Assessment.

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**EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)**

P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. These courses are designed to introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.\*\*

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**EDUC-M 437 Teaching Science 5-12 (3 cr.)** Focuses 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.

**EDUC-M 440 Teaching Problems and Issues (3 cr.)** Seminar taught as a co-requisite with early childhood (EDUC-M 423), kindergarten/primary (EDUC-M 424), elementary (EDUC-M 425), and/or middle/junior high school (EDUC-M 470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher.

**EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.)** Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.\*\*

**EDUC-M 442 Teaching Secondary School Social Studies (3 cr.)** I Includes consideration of philosophical and psychological perspectives, development and practice of skills and techniques, selection of content and materials, and evaluation of student and teacher performance. Micro-teaching laboratory included.\*\*

**EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.)** P: 35 credit hours of science. Designed for students who plan to teach biology,

chemistry, earth science, general science, or physics in junior high/middle school or secondary school.\*\*

**EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.)** Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.\*\*

**EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)** Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.\*\*

**EDUC-M 459 Teaching Mathematics 5-12 (3 cr.)** Focuses on the curriculum and instruction issues that teachers make every day in the classroom. Specifically, students in the course will examine current theories and apply these theories to instructional practices.\*\*

**EDUC-M 464 Methods of Teaching Reading (3 cr.)** Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.\*\*

**EDUC-M 480 Student Teaching: Secondary (1-14 cr.)** Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school. Grade: S or F.\*\*

**EDUC-M 550 Practicum: (variable title) (1-8 cr.)** Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. Grade: S or F. \*\*

**EDUC-P 251 Educational Psychology for Elementary Teachers (3 cr.)** P: EDUC-F 205. The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.\*\*

**EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers (3 cr.)** P: EDUC-F 205. The application of psychological concepts to school learning and teaching in the perspective of development from the beginning of preadolescence adolescence. Special attention is devoted to the needs of the handicapped.\*\*

**EDUC-P 290 Professional Practices: Education (2 cr.)** P: Admission to the TEP. Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed on curriculum planning and design that is developmentally appropriate.\*\*

**EDUC-P 348 Foundations of Child Growth and Development: Focus on Birth to Age 3 (3 cr.) P:**

Admission to the TEP. Students will examine historical as well as contemporary theories of child growth and development for typically and atypically developing children throughout the early childhood period. All facets of development will be examined including physical, emotional, social, language, and cognitive development. Particular focus will be on prenatal to age three development.\*\*

**EDUC-P 351 Foundations of Child Development: Focus on 3 to 8 year old children (3 cr.) P: P 348.**

Students will examine child growth and development for typically and atypically developing children, including physical, emotional, social, language, and cognitive development. Particular focus will be on 3- to 8-year old children.\*\*

**EDUC-P 501 Statistical Method Applied to Education (3 cr.)** An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, and correlation techniques. Emphasis on theoretical and computational skills.

**EDUC-P 503 Introduction to Research (3 cr.)** Methods and procedures in educational research.

**EDUC-P 507 Testing in the Classroom (3 cr.)**

An introduction to the central concepts of tests and measurements, and formal and informal assessment strategies for assessing students and instructional programs.

**EDUC-P 510 Psychology in Teaching (3 cr.)** Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

**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 540 Learning and Cognition in Education (3 cr.)** Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

**EDUC-P 570 Behavior Problems in the Public Schools (3 cr.)** For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

**EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)** Course provides the elementary education major with background in the science process skills needed to complete required science courses.\*\*

**EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.)** Identification, selection, design,

implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

**EDUC-Q 540 Teaching Environmental Education (3 cr.)**

For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

**EDUC-S 503 Secondary School Education (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.

**EDUC-S 505 The Junior High and Middle School**

**(3 cr.)** Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

**EDUC-S 507 The Teacher and Secondary School Organization (3 cr.)**

For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

**EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School**

**(3 cr.)** The developmental reading program in junior high and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

**EDUC-S 530 Junior High and Middle School**

**Curriculum (3 cr.)** The educational program designed for the junior high and middle school. Functions, organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

**EDUC-W 200 Computers in Education: An**

**Introduction (3 cr.)** Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and applied experience with educational software packages and commonly used microcomputer hardware. For education majors only.

**EDUC-W 505 Multimedia in the Classroom (3 cr.)**

Intended to equip teachers and administrators with confidence when using the myriad of technology tools available for educators. Skills covered include: scanning, digital camera photography, video capture, creating slide shows, developing web pages, and audio capture.

**EDUC-X 460 Books for Reading Instruction (3 cr.) P:**

EDUC-E 349. Examines use of trade books and non-text materials for teaching Language Arts and Reading K-8. Special sessions may focus on specific student populations.

**EDUC-X 490 Research in Reading (1-6 cr.) P:** Consent of instructor. Individual research.

**EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.)** P: EDUC-E 545 or EDUC-S 514 or consent of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

**EDUC-X 530 Topical Workshop in Reading (3 cr.)** Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

**EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)** Methods and procedures in educational research. The primary purpose of this course is to introduce students to the basics of educational research, principally as it occurs in and is applied to practical, classroom settings. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with the instructor, and student-led presentations related to proposed research projects.

**EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.)** P: Successful completion of EDUC-Y 520. Application of methods and procedures in educational research. The primary purpose of this course is to apply educational inquiry strategies and skills learned in Y 520 Strategies for Educational Inquiry. Course design will include lecture and discussions, independent study, individual conferences/tutorials with the instructor, and student-led presentations related to completed research projects.

## School of Humanities and Social Sciences

**Dean:** Scott Jones

**Chair of Psychology:** Angela Becker

**Chair of History, Political Science, and Sociology:** Nancy Greenwood

**Professors:** Aniskiewicz, Greenwood, McGovern

**Associate Professors:** Cameron, Darr, Jones, McLean, Sciamme-Giesecke, White, Bradley, Becker, Calhoon, Clark, Holcomb

**Assistant Professors:** Alnusair, Cook, Deerly, Douglas, Keener, Mosley, Steel, Heath, Downey

**Senior Lecturers:** Ison, Pico-Argel, Snoddy, Stouse, Taff  
**Lecturers:** Kaiser, Provost

Courses in the School of Humanities and Social Sciences can be taken in one graduate program - Master of Arts in Liberal Studies (MALS) - and four undergraduate departments: Humanities; Psychology; Sociology, History, and Political Science; and Criminal Justice and Homeland Security. Course descriptions and specific degree requirements for each department follow after a general discussion of the basic school curriculum and degree requirements.

The Master Arts and Liberal Studies program provides students with the opportunity to take an individualized program of graduate courses and interdisciplinary core seminars in a variety of disciplines in humanities, science, psychology, and social sciences.

The Bachelor of Arts and Bachelor of Science degrees are four-year undergraduate degrees. Students may complete all requirements and be awarded either degree at Indiana University Kokomo. Comparable to

the traditional arts and sciences degrees awarded by other colleges and universities, IU Kokomo offers the Bachelor of Arts degrees in humanities, psychology, and social and behavioral sciences encompass discipline-specific degrees in English, communication arts, fine arts, new media communication, history/political science, psychology, and sociology. The unique nature and flexibility of these programs enable students to be generalists, capable of dealing with the complexities of modern society, and to focus their studies in a particular field of interest, thus preparing themselves for a specific career or graduate school objective. The Bachelor of Science degrees offered by the school offer students a deeper, more focused approach to their chosen discipline with less study in general areas. The School also offers a post-baccalaureate certificate in new media communication.

Minors in art history, communication arts, creative arts, criminal justice, English literature, English writing, history, international studies, leadership, new media communication, philosophy, political science, pre-law, psychology, sociology, Spanish, and women/gender studies are available. Also, students can complete minors from other schools at IU Kokomo. Please consult an advisor for additional information about all of the minors available at Indiana University Kokomo.

A SHSS student may complete all of the pre-professional requirements for entry into law school in the process of earning a Bachelor degree at IU Kokomo. Popular degrees that prepare a student for law school include Communication Arts, Criminal Justice, English, and History/Political Science. The American Bar Association offers guidelines for prospective students concerning necessary areas of preparation. Both the departments of English and History/Political Science offer pre-law concentrations and minors for interested students. (See a faculty advisor for details.)

School of Humanities and Social Sciences students who intend to continue onto graduate school can receive a solid foundation in a variety of fields, including communication arts, criminal justice, English, fine arts, history, new media communication, political science, psychology, and sociology. Students may prepare for careers in business, industry, and government service by concentrating in the humanities and social sciences and by supplementing their concentration with up to 15 credit hours of course work in business, education, or engineering technology.

**Mission** The School of Humanities and Social Sciences at Indiana University Kokomo plays a central role in the mission of this comprehensive regional campus. It is the largest of the campus' schools and has been at the center of IU Kokomo's academic and intellectual life since the campus' inception. The school offers a liberal arts education that combines broad exposure to the insights and methods of the principal academic disciplines with focused study in one or more areas. It is also responsible for basic-skills courses in oral and written communication, as well as many of the courses fulfilling system school and campus general-education requirements. Because of the richness and diversity of its majors and minors students have a variety of choices when selecting programs in the school. Although the content of courses has changed over the years, the primary mission of the faculty housed in

the School of Humanities and Social Sciences continues to be to foster the well-rounded development of students to enable them to take their place in society as effective citizens and lifelong learners. Simultaneously, the school provides students with opportunities to develop skills that are required for the workplace and/or for advanced study. A liberal arts education emphasizes the ability to reason clearly, to extract the essential significance of large bodies of information, to apply general principles in new contexts, to communicate effectively, and to be sensitive to human creativity and morality.

### General Humanities and Social Sciences Curriculum

Initially taking a guided selection of introductory courses, the student also develops a solid base of skills by taking courses within the humanities, social sciences, and natural and mathematical sciences. Because the uniquely flexible nature of the humanities and social sciences majors allows the student to select from a wide variety of courses, students should work closely with an academic advisor in preparing a curriculum relevant to the student's own academic and career interests.

### Additional Information

- Bachelor of Arts Degrees
- Bachelor of Science Degrees
- Department of Criminal Justice and Homeland Security
- Department of Humanities
- Department of Psychology
- Sociology, History, and Political Science
- School of Humanities and Social Sciences Interdisciplinary Minors

### Courses

- Undergraduate Courses

## Bachelor of Arts Degrees

General requirements for the Bachelor of Arts degrees are listed below. Specific requirements for each degree program are listed under the department information.

1. The regular matriculation requirements of Indiana University.
2. A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher. See requirements for specific degree programs.
3. English - A demonstrated ability to use written and spoken English in a correct, clear, and effective manner. This requirement will be satisfied by completing ENG-W 131 and ENG-W 132 Elementary Composition I-II with a grade of C or higher and ENG-W 350 Advanced Expository Writing or an approved intensive writing course in the major with a grade of C- or higher. These courses do not count toward the distribution or concentration requirements. A student may earn an exemption from ENG-W 131 in one of four ways: 1) scoring 3 or higher on either the AP English Language and Composition exam of the AP English Literature and Composition exam, 2) scoring 670 or higher on the verbal section of the SAT, 3) scoring 29 or higher on the English section of the ACT, or 4) scoring 8 on the IU Kokomo Placement test. Please consult the program chair of English for further information

on exemption from W 131 and further options for receiving credit through further testing.

4. Speech - Students must demonstrate a proficiency in speech by completing SPCH-S 121, Public Speaking with a grade of C or above.
5. Computer Literacy - Students must complete CSCI-C 100 Computing Tools (1 cr.) or earn exemption from this requirement by demonstrating that they have access to a computer with legal word processing, spreadsheet, and database software and that they are able to use that software.
6. Foreign Language - There is a language requirement of 6 credit hours at the 200 level (or higher) in a foreign language. The first year (100 level) in the student's first language will apply as credit toward the degree completed at IU Kokomo. (These credits may or may not apply toward degrees completed at other campuses or institutions.) First- and second-year courses in the student's first language may not be taken on the Pass/Fail option. All students who have had a foreign language before entering Indiana University are encouraged to take the College Entrance Examination Board Achievement Test in that language. Students who place into the second year or higher of a language on the test will be eligible to receive S credit for the first year upon completion of a second-year course in that language with a grade of C or better. Similarly, students who place into the second semester of a language will be eligible for S credit for the first semester upon completion of the second-semester course with a grade of C or better. International students may not receive credit for their native languages.
7. Mathematics - Students must demonstrate a proficiency in mathematics by completing MATH-M 133 Topics in Probability & Statistics and MATH-M 134 Topics in Mathematics with a grade of C- or better; or completing MATH-M 125 Precalculus or MATH-M 118 Finite Mathematics with a grade of C or better; or by completing MATH-M 119 Brief Survey of Calculus I or MATH-M 215 Calculus I with a grade of C- or better; or by scoring 620 or higher on the Mathematics SAT or 27 or higher on the Mathematics ACT.
8. General Education -
  1. Eight to nine credit hours in Humanities (literature, performance, and ethics).
  2. Thirteen credit hours in the Biological and Physical Sciences.
  3. Fifteen credit hours in the three different disciplines in the Social and Behavioral Sciences. Note, students should check with an advisor for specifics of general education requirements.
9. A student must complete a total of 30 credit hours in 300-400-level courses within the School of Humanities and Social Sciences and the School of Sciences, although credits may come from both schools.
10. Major - 24-48 credit hours depending on the major requirements of the specific degree program.
11. Completion of 30 of the last 60 credit hours at Indiana University Kokomo.

12. No more than 15 credit hours in courses outside the School of Humanities and Social Sciences and the School of Sciences.
13. Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May and August graduations is January 15.

## Department of Psychology

**Chair:** Angela Becker

**Associate Professors:** Becker, Calhoon, Clark, Holcomb  
**Assistant Professor:** Downey

**Mission** The mission of the psychology program is to provide students with a bachelor's degree in psychology within a liberal arts tradition. Thus, our program contributes to IU Kokomo's mission of providing undergraduate programs leading to the baccalaureate degree for residents of North Central Indiana. The psychology program strives to help its' majors understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and communicate more effectively. The psychology degree program seeks to provide students the opportunity to develop and achieve their personal and career aspirations, including opportunities for engaging in research with faculty, independent research, and practicum experiences within the community. Thus, our program contributes to IU Kokomo's mission to enhance research and develop partnerships between our degree and various community programs.

### Majors/Minors

#### Bachelors Degrees

- Bachelor of Arts in Psychology
- Bachelor of Science in Psychology

#### Minors

- Psychology

#### Courses

- Undergraduate Courses

#### Bachelor of Arts in Psychology

The Bachelor of Arts degree in psychology provides broad coverage of modern scientific psychology, including the methods by which knowledge is acquired in this field. 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, computer sciences, and other social and natural sciences, encourages the development of broad problem-solving skills through exposure to research methodology and statistical analysis and contributes to personal growth and the development of communication skills. The psychology major requirements reflect the belief of the faculty that all psychology majors should be exposed to a core of courses and be allowed to select other courses in the field that are of particular interest. The major is designed so that, in consultation with his or her advisor, each student will be prepared to enter

the workforce prepared for positions in human services, social services, or business areas such as personnel or management. The major requirements are also suitable for the psychology major who is considering furthering his or her education at the graduate level in social work, marriage and family counseling, vocational counseling, or the more traditional applied and experimental psychology programs. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

1. See the "Degree Requirements for a BA in Humanities and Social Sciences" section under the "School of Humanities and Social Sciences" for General Education and other basic requirements.
2. Psychology Major Requirements for BA: Students must complete a minimum of 39 credit hours in psychology with a grade of C- or higher in each course.

Psychology Core Requirements: The following courses are required of all psychology majors:

- PSY-P 103 General Psychology (3 cr.) - this also serves as a general education course for psychology majors
- PSY-P 2?? Introduction to Psychological Inquiry (3 cr.) (course in development)
- PSY-P 216 Life Span Developmental Psychology (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- PSY-P 355 Experimental Psychology (3 cr.)
- PSY-P 459 History & Systems of Psychology (3 cr.)\*

Category I: Choose 2 of these 4 courses:

- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

Category II: Choose 2 of these 3 courses:

- PSY-P 325 Psychology of Learning (3 cr.)
- PSY-P 326 Neuroscience (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Supervised Skills Sequence: Choose 1 of these combinations:

- PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II
- PSY-P 381 Helping Skills and Ethics (3 cr.) + PSY-P 495 Practicum (3 cr.)

Psychology Elective. One additional 3 credit hour psychology course at the 200-, 300- or 400-level is required.

\*Psychology majors are not required to take ENG W 350. The intensive writing requirement is fulfilled in PSY-P 459 History & Systems of Psychology.

#### Bachelor of Science in Psychology

The Bachelor of Science in Psychology is designed to meet the needs of students who want an emphasis on either psychological or natural sciences as well as

greater flexibility in electives. Students who graduate with a Bachelor of Science in Psychology will understand the major theoretical approaches to human behavior and cognition; develop abilities to gather, analyze, synthesize, and apply psychology information; develop a healthy skepticism about conclusions presented without supporting data; and effectively communicate orally and in writing. The Bachelor of Science in Psychology will have a strong scientific focus, giving students the opportunity to develop skills in scientific inquiry and interpretation. Two tracks are offered. The Psychological Science track emphasizes scientific inquiry in psychology, and is suitable for students who wish to pursue graduate work in psychology. The General Science track requires additional study in natural science, and is suitable for Pre-Occupational Therapy or Pre-Physical Therapy students who wish to pursue graduate work in professional health programs such as Occupational Therapy or Physical Therapy. The program is also appropriate for those who would like to pursue careers that emphasize scientific training and quantitative skills.

#### Requirements for Bachelor of Science in Psychology

1. See the "Degree Requirements for a BS in Humanities and Social Sciences" section under the "School of Humanities and Social Sciences" for General Education and other basic requirements.
2. Psychology Major Requirements for both Psychological Science and General Science tracks of the BS: All BS students must complete a minimum of 39 credit hours in psychology with a grade of C- or higher in each course.

Psychology Core Requirements: The following courses are required of all psychology majors:

- PSY-P 103 General Psychology (3 cr.) - this also serves as a general education course for psychology majors
- PSY-P 2?? Introduction to Psychological Inquiry (3 cr.) (course in development)
- PSY-P 216 Life Span Developmental Psychology (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- PSY-P 355 Experimental Psychology (3 cr.)
- PSY-P 459 History & Systems of Psychology (3 cr.)\*

Category I: Choose 2 of these 4 courses:

- PSY-P 303 Health Psychology (3 cr.)
- PSY-P 319 Psychology of Personality (3 cr.)
- PSY-P 320 Social Psychology (3 cr.)
- PSY-P 324 Abnormal Psychology (3 cr.)

Category II: Choose 2 of these 3 courses:

- PSY-P 325 Psychology of Learning (3 cr.)
- PSY-P 326 Neuroscience (3 cr.)
- PSY-P 335 Cognitive Psychology (3 cr.)

Psychology Elective. One additional 3 credit hour psychology course at the 200-, 300- or 400-level is required.

\*Psychology majors are not required to take ENG-W 350. The intensive writing requirement is fulfilled in PSY-P 459 History & Systems of Psychology.

3. In addition to the above requirements, students choosing the BS in psychology must select either the Psychological Science track or the General Science track and complete the following requirements unique to their chosen track:

Additional Psychology Major Requirements:  
Psychological Science track

Supervised Skills Sequence: (No substitutes.)

PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II

One additional psychology course from Category I or Category II above.

One additional Physical and Life Sciences course (must be a lab course) (4-5 cr.) (Between the general education and the psychology major requirements in Physical and Life Sciences courses, the student must have completed at least one Biology course with a lab.)

Additional Psychology Major Requirements: General Science track

Supervised Skills Sequence: Choose 1 of these combinations:

- PSY-P 493 (3 cr.) + PSY-P 494 (3 cr.) Supervised Research I & II
- PSY-P 381 Helping Skills and Ethics (3 cr.) + PSY-P 495 Practicum (3 cr.)

Three additional Physical and Life Sciences courses (two with labs) (12-15 cr.) (Between the general education and the psychology major requirements in Physical and Life Sciences courses, the student must have completed three courses that are either Biology or Chemistry courses and two of those must include labs.)

#### Minor in Psychology

Students must complete 15 credit hours in psychology with a grade of C- or higher in each course.

1. PSY-P 103 General Psychology (3 cr.) PSY-P 211 Methods of Experimental, Psychology (3 cr.; or its equivalent)
2. Any three 200, 300, or 400-level psychology courses (9 cr.). At least two psychology courses must be at the 300 or 400-level.

#### Psychology Courses Undergraduate

**PSY-K 300 Statistical Techniques (3 cr.)** Fall and Spring. P: MATH-M 118 or MATH-M 119 or equivalent. Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, elementary probability. Concepts of statistical inference decision-making, estimation, and hypothesis testing. Special topics include regression and correlation, analysis of variance, nonparametric methods.

**PSY-P 103 General Psychology (3 cr.)** Fall, Spring, and Summer. Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual

differences, personality development, and abnormal and social psychology.

**PSY-P 211 Methods of Experimental Psychology (3 cr.)** to be offered in Fall, 2012, Spring, 2013, and Summer, 2013. Note: Summer, 2013 is the last time this course will be offered. P: PSY-P 103 and ENG-W 132. Critical analysis of psychological claims, design and execution of simple experiments, treatment of results, search of the literature, and preparation of research reports. Students entering the psychology major prior to Fall, 2012 are required to take this class. Students entering the psychology major in Fall, 2012 or after are required to take Introduction to Psychological Inquiry (P2??; course currently in development) in lieu of PSY-P 211. Credit not given for both P 211 and Introduction to Psychological Inquiry.

**PSY-P 216 Life Span Developmental Psychology (3 cr.)** Fall, Spring, and Summer. P: PSY-P 103. 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-P 216 and PSY-P 316.

**PSY-P ??? Introduction to Psychological Inquiry (3 cr.)** Fall and Spring (will be offered starting Fall, 2013). P: PSY-P 103 and ENG-W 132. (Course currently in development.) Students entering the psychology major in Fall, 2012 or after are required to take this course. Credit not given for both PSY-P 211 and Introduction to Psychological Inquiry.

**PSY-P 303 Health Psychology (3 cr.)** Spring, 2013. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. Focuses on 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 behavior and other psychological factors can impart health both positively and negatively.

**PSY-P 319 Psychology of Personality (3 cr.)** Fall 2013. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements; developmental influences; problems of integration.

**PSY-P 320 Social Psychology (3 cr.)** Fall 2012. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. The study of psychological theories and research dealing with social influence and social behavior, including topics such as conformity, personal perception, aggression, attitudes, and group dynamics.

**PSY-P 322 Psychology in the Courtroom (3 cr.)** Spring, 2015. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. This course considers the psychological aspects of roles and interactions in the courtroom. Topics include: definitions of "sanity" and "competency", eyewitness testimony, jury selection, instructions, and the role of psychologists as "expert witnesses" and

jury selection consultants. Emphasis will be placed on empirical law-psychology research.

**PSY-P 324 Abnormal Psychology (3 cr.)** Fall and Spring. P: PSY-P 103. R: completion of 26 credit hours. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations.

**PSY-P 325 Psychology of Learning (3 cr.)** Every Fall. P: PSY-P 103. R: completion of 26 credit hours. Facts and principles of human and animal learning, especially as treated in theories attempting to provide a framework for understanding what learning is and how it takes place.

**PSY-P 326 Neuroscience (3 cr.)** Spring 2014. Alternate years. P: PSY-P 103. R: BIOL-L 100 or BIOL-L 105 and completion of 26 credit hours. Central nervous system functions in relation to sensory processes, motivation, and learning.

**PSY-P 335 Cognitive Psychology (3 cr.)** Spring, 2013. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

**PSY-P 355 Experimental Psychology (3 cr.)** Fall, 2013. Alternate years. P: Introduction to Psychological Inquiry, ENG-W 132, PSY-K 300. Scientific methods applied to the problems of psychology. Design and execution of simple psychological experiments, treatment of results, and preparation of written reports. This course is required for students entering the psychology major in Fall, 2012 or later. Students entering the major prior to Fall, 2012 are NOT required to take this course.

**PSY-P 381 Helping Skills and Ethics (3 cr.)** Every Fall and Spring. P: 6 credit hours in psychology. Introduction to the helping relationship, including theories and strategies of effective helping, ethical issues, and limitations of the helper role.

**PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)** Spring, 2014. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. Basic psychological concepts and research from the perspectives of gender and ethnicity, focusing on both the similarities and differences across gender and ethnic groups. Explores the impact of social and political forces on psychological development and adjustment. Contemporary theory on ethnicity, gender, and class will also be examined.

**PSY-P 459 History and Systems of Psychology (3 cr.)** Every Fall. P: PSY-P 103 and completion of 12 credit hours of psychology. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system-making. Emphasizes integration of recent trends.

**PSY-P 493 Statistical Techniques (3 cr.)** Supervised Research I (3 cr.) Every Fall. P: consent of instructor. Active participation in research. An independent experiment of modest magnitude; course will include a research proposal submitted to the appropriate research ethics review board. Students who enroll in PSY-P 493 will be expected to enroll in PSY-P 494.

**PSY-P 494 Supervised Research II (3 cr.)** Every Spring. P: PSY-P 493. A continuation of PSY-P 493. Course will include a journal-type report of the two semesters of work.

**PSY-P 495 Topics Course (1-3 cr.)** P: Consent of instructor. Participation in ongoing research in a single laboratory or independent reading and writing on a psychological topic. Other topic currently in use: **Practicum in Psychology** (3 cr.) Fall, Spring, and Summer. P: PSY-P 381 and consent of instructor. This course involves participation in a field experience in an applied area such problems in the community, such as problems of the mentally retarded, children, the elderly, family relations, industrial relations, and mental health.

## Bachelor of Science Degrees

General requirements for the Bachelor of Science degrees are listed below.

1. The regular matriculation requirements of Indiana University.
2. A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
3. A student must complete a total of 30 credit hours in 300–400-level courses within the School of Humanities and Social Sciences and the School of Sciences, although credits may come from both schools.
4. Completion of 30 of the last 60 credit hours at Indiana University Kokomo.
5. No more than 15 credit hours in courses outside the School of Humanities and Social Sciences and the School of Sciences
6. Major - at least 40 credit hours. See requirements for specific degree programs.
7. [The campus General Education requirements](#)

## School of Humanities and Social Sciences Interdisciplinary Minors

### Leadership Minor

The Leadership minor is designed to provide students with:

1. Knowledge about leadership theories and practices as well as which approaches work best in different situations
2. Opportunity for cross-disciplinary approaches to leadership studies
3. Experiential learning involving applying classroom gained knowledge in real-world situations

The 18 credit hour minor is easy to combine with a variety of campus majors and plans of study.

**Requirements for a Minor in Leadership** The Leadership minor is comprised of at least 18 credit hours.

#### Required Courses -- 9 Credit Hours

- HSS -S 200 Introduction to Leadership Studies
- HSS -S 300 Leadership Practicum - Leadership in Action
- HSS -S 400 Leadership Capstone

#### Elective Courses -- 9 Credit Hours

An additional 9 credits from any of the following categories: Courses with an asterisk (\*) have additional prerequisites. For all categories, additional special topics

courses may be offered periodically that also might count toward the minor.

### Business

This includes course work in business with a leadership focus.

- BUS-Z 302 Management and Behavior in Organizations
- BUS-X 487 Business Seminar (SIFE - Students in Free Enterprise)
- BUS-Z 447 Leadership, Teamwork, and Diversity\*

### Public Administration

This includes course work in non-profit management with a leadership focus.

- PAHM-V 462 Non-Profit Management and Leadership\*
- PAHM-V 412 Leadership and Ethics\*
- PAHM-V 473 Management, Leadership, and Policy\*

### Interdisciplinary

This includes any of the course work listed above in Business and Public Administration, any other approved course work with a leadership focus, as well as the following:

- SPCH-S 122 Interpersonal Communication
- SPCH-S 229 Discussion and Group Methods
- SPCH-C 380 Organizational Communication
- SPCH-S 322 Advanced Interpersonal Communication
- SPCH-S 427 Cross Cultural Communication

Approved travel courses with a leadership or service component can also be included. Recent examples include:

- HSS -I 450 Innovation Symposium to England
- HSS -F 200 Foreign Study Trip to Guatemala

### Leadership Minor Courses

#### HSS-S 200 Introduction to Leadership Studies (3 cr.)

This course provides an overview of leadership theories and practices. It is offered in the hybrid format, meeting once per week on campus and once per week online.

#### HSS-S 300 Leadership Practicum - Leadership in Action (1-2 cr.)

This course provides hands-on experiences with leadership activities and events that provide a leadership opportunity. Students will take this class for three credits-- either as three one-credit modules or as a one credit/two credit sequence.

#### HSS-S 400 Leadership Capstone (3 cr.)

This course is an applied, experiential learning course where students can practice the knowledge gained in other courses. It serves as a capstone for the minor and students will complete a semester-long project.

### Women and Gender Studies

Women and Gender Studies is a rapidly growing academic field dedicated to the study of women and their changing position in society. Its importance lies both in its interdisciplinary approach to the study of women and in the timely opportunity it offers for the study of issues long

neglected by traditional academic scholarship. Minor in Women and Gender Studies can potentially complement any major at Indiana University Kokomo. The minor helps students understand the position of women in society, the changes that come about through efforts to eradicate discriminatory social practices, and the transformation still needed to achieve a just and caring society. Such knowledge and sensitivity to women's concerns should enrich students' educational experience both personally and professionally, give insight into their own situations and society, and enable them to work more effectively in their careers. For more information on the minor in Women's Studies, please contact your academic advisor.

### Requirements for the Minor in Women and Gender Studies

The Women's Studies minor requires the completion of 15 credit hours: 3 required credit hours and 12 credit hours of elective Women's Studies courses approved by the Women and Gender Studies Committee. Students are encouraged to consult the Women and Gender Studies director for advising as they complete the minor.

### Required Course: WOST-W 350 Women: Images and Perspectives (3 cr.)

Fall or spring. This interdisciplinary course studies how women's lives in America are shaped by social values; by cultural beliefs, traditions, and ideology; and by social, political, and economic institutions or policies. It also considers how these are reflected in imaginative literature as well as social reality.

### Electives cross-listed with Sociology:

Consult the "Sociology, History and Political Science" section for a description of these courses.

- SOC-S 316 The Family (3 cr.)
- SOC-S 338 Gender Roles (3 cr.)
- SOC-S 363 Sociology of Development (3 cr.)

### Cross-listed with Humanities:

Consult the "Humanities" section for a description of these courses.

- ENG-L 378 Studies in Women and Literature (3 cr.)

**Note:** The women's studies faculty periodically develop new courses in women's studies. For an updated listing of courses, students should consult the Schedule of Classes each semester.

### International Studies

This 15 credit minor is easy to combine with a variety of campus majors and plans of study and allows students to explore in-depth areas which complement their major course work—such as international business, comparative political systems, or cross-cultural communication. While not required, students who pursue this minor are encouraged to combine their interest in international studies with in-depth study of languages offered on the IU Kokomo campus, (whether Spanish, German or French) and coursework in their majors which provides broad international content. Please consult the International Studies Minor web site on a regular basis for an update as to which courses are being offered in any given semester. If you have questions about the minor or seek advising as how to incorporate the minor into your plan of study,

please consult Dr. Donna McLean at [domclean@iuk.edu](mailto:domclean@iuk.edu), or call (765) 455-9442 to set up an appointment.

Requirements: The minor comprises at least 15 credit hours of course work including:

1. INTL-I 100 Introduction to International Studies (3 cr.)
2. Any approved overseas study course (3 cr.) or SPCH-S 427 Cross-cultural Communication
3. An additional nine credits of course work from any TWO of the following categories:

#### A. Global Markets and Governance:

- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- POLS-Y 339 African Politics (3 cr.)
- BUS-D 300 International Business Administration (3 cr.)
- BUS-D 301 The International Business Environment (3 cr.)
- BUS-D 302 International Business: Operations of International Enterprise (3 cr.)

#### B. Art and Civilization:

- FINA-A 108 Art of the Western World (3 cr.)
- ENG-L 225 Introduction to World Masterpieces (3 cr.)
- ENG-G 301 History of the English Language (3 cr.)
- HIST-H 228 History of the Vietnam War (3 cr.)

#### C. Health and Environment:

- CHEM-C 390 Special topics in Chemistry (3 cr.)
- NURS-K 432 Korean Culture and Healthcare (1 cr.)
- NURS-K 433 Korean Culture and Healthcare practicum (2 cr.)

#### D. Culture and Society:

- PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)
- SPCH-S 427 Cross-cultural communication (3 cr.)
- SOC-S 363 Sociology of Development (3 cr.)
- SOC-S 335 Race and Ethnic Relations (3 cr.)
- SOC-S 419 Social Movements and Collective Action (3 cr.)

### Minors in Other Schools and Divisions

Students can also select minors from other schools or divisions of IU Kokomo, such as minors in Business, Math, or Biology. For more information on minors outside the School of Humanities and Social Sciences, please see other sections of this Bulletin.

## Department of Humanities

**Associate Professors:** Cameron, Darr, Jones, McLean, Sciame-Giesecke, White

**Assistant Professors:** Alnusair, Cook, Deerly, Douglas, Keener, Mosley, Steel

**Senior Lecturers:** Ison, Pico-Argel, Snoddy, Stouse, Taff  
**Lecturers:** Kaiser, Provost

The IU Kokomo Department of Humanities promotes personal and professional growth through degree programs, general education courses, research, and service providing people in our region and beyond with abilities in expression, critical thinking and critical

awareness and appreciation of culture and diversity to make them effective, enlightened citizens. Ranging from traditional areas such as philosophy, sculpture, painting, music, language and literature, to more recent fields such as communication studies, graphic design, and web design, we offer a wide variety of areas of study.

## Majors/Minors

### Bachelors Degrees

- Bachelor of Arts in Communication Arts
- Bachelor of Arts in English
- Bachelor of Arts in English (Language and Literature)
- Bachelor of Arts in English (Pre-Law)
- Bachelor of Arts in English (Writing, Editing, and Media)
- Bachelor of Arts in Fine Arts (BA)
- Bachelor of Arts in Humanities
- Bachelor of Arts in New Media Communication
- Bachelor of Fine Arts (BFA)
- Bachelor of Science in Communication Arts
- Bachelor of Science in New Media Communication

### Masters Degrees

- Master of Arts in Liberal Studies

### Minors

- Art History
- Communication Arts
- Creative Arts
- English Literature
- English Writing
- New Media Communication
- Philosophy
- Pre-Law
- Spanish

### Certificate Programs

- Certificate in Spanish
- Post Baccalaureate Certificate in New Media Communications

### Courses

- Undergraduate Courses
- Graduate Courses

### Bachelor of Arts in Communication Arts

The Bachelor of Arts in Communication Arts prepares individuals for the communication demands of social and professional life through a broad-based liberal arts program studying the nature, processes, and effects of messages. The degree also prepares students to communicate in varied channels and contexts of contemporary communication, analyze communication messages of multiple forms and styles, communicate ethically, and employ the theory and methods of the field while appreciating the history and content of the discipline.

Communication Arts majors will find job opportunities in a variety of fields, including public communication, public relations, journalism and fields in management, training and customer service. Specific careers include integrated marketing communications, corporate and

public sector consulting, speech writing, publicity, sales, community relations, public affairs, government, public and social service, news reporting, radio, public relations, human resources/relational management, sports marketing, media relations, primary and secondary teaching, personnel, editing or writing for various media, business and industrial communication. Additionally, Communication Arts graduates will be well-prepared for graduate studies.

To earn the B.A. in Communication Arts, you must complete a minimum of 120 credit hours. In addition to the general education requirements of the School of Arts and Sciences (See "Degree Requirements" section under "School of Humanities and Social Sciences"), you will complete at least 42 credit hours as follows:

### Requirements

#### **Part 1: Core. (24 hours)**

The core of the Communication Arts curriculum grounds graduates in the theoretical and applied nature of the discipline, culminating in a capstone project in the Senior Seminar. All Communication Arts majors must complete each of the following courses:

- SPCH-C 200 Introduction to Mass Communication (3 cr.)
- SPCH-S 205 Introduction to Speech Communication (3 cr.)
- SPCH-C 321 Persuasion (3 cr.)
- SPCH-S 336 Communication Theory (3 cr.)
- SPCH-C 380 Organizational Communication (3 cr.)
- SPCH-S 398 Independent Study in Speech Communication (Senior Seminar) (3 cr.)
- SPCH-S 427 Cross Cultural Communication (3 cr.)
- SPCH-C 300 Internship/Practicum OR any 300 level communication class not taken to satisfy a requirement in Part 2 or Part 3 of the degree. (3 cr.)

#### **Part 2: Experiential Component. (6 hours)**

The experiential component of the Communication Arts degree is designed to provide students with real world experience in the field of communication. These courses link students to the broader community, beyond the campus, pushing them to work with and/or develop projects with constituent groups outside the classroom. Through class assignments, such as interviewing workshops (SPCH-C 325) and group designed and administered surveys (SPCH-C 393), students will initiate and manage projects and campaigns designed to address real world problems in a mentored and supportive setting. Students choose two courses from among the following:

- SPCH-C 393 Communication Research Methods (3 cr.)
- SPCH-C 300 Radio (3 cr.)
- SPCH-C 325 Interviewing (3 cr.)
- SPCH-S 201 Communicating in Public (3 cr.)

#### **Part 3: Concentration. (12 hours)**

The final component of the B.A. in Communication Arts is the concentration. These concentrations build upon the core and experiential components of the degree by providing students with a focused area of study. Students must complete each course in the chosen concentration, and will choose from the following:

1. **Public Communication.** The Public Communication concentration focuses on developing students' presentational skills and is designed to prepare them for careers in business, government, marketing, sales, advertising, speech writing, and other careers in which oral and written communication skills are essential.
  - SPCH-S 228 Argumentation and Debate (3 cr.)
  - SPCH-C 444 Political Communication (3 cr.)
  - HSS -S 200 Leadership Studies (3 cr.)
  - NMCM-N 351 Cyberculture and Community (3 cr.)
2. **Journalism.** The journalism concentration develops student writing, editing, layout and photography skills, teaching students the journalism basics of reporting and editing. Students are encouraged to combine their understanding of core skills in the profession with online media and their own unique interests to better prepare them for a market which demands great breadth and sensitivity to the intersections between social issues, human nature and technology.
  - SPCH-J 200 Writing for Mass Media (3 cr.)
  - ENG-W 365 Theories and Practices of Editing (3 cr.)
  - NMCM-N 250 Graphic Design I (3 cr.) OR JOUR-J 344 Photojournalism Reporting (3 cr.)
  - JOUR-J 290 Internship in Journalism (3 cr.)
3. **Public Relations/Corporate Communications.** The Public Relations/Corporate Communication concentration prepares students to strategically manage communication resources for both profit and nonprofit organizations. Coursework prepares students to enhance a corporation's image and reputation, monitor and resolve its issues, influence relevant attitudes and opinions, in efforts to adapt the organization to its environment and the environment to the organization. Grounded in communication theory and the four-step process, students will enhance their writing and planning skills and learn a variety of communication formats and media techniques for relating to diverse publics.
  - SPCH-S 233 Intro to Public Relations (3 cr.)
  - SPCH-S 333 Public Relations (3 cr.)
  - SPCH-C 391 Public Relations Campaigns (3 cr.)
  - NMCM-N 250 Graphic Design (3 cr.)

### **Bachelor of Science in Communication Arts**

The Bachelor of Science in Communication Arts is appropriate for students seeking employment in various fields, including public communication, public relations, journalism, and other fields that require writing, research, and presentational proficiency. Other careers include integrated marketing communications, corporate and public sector consulting, speech writing, publicity, community relations, public affairs, government, public and social service, news reporting, radio, sports marketing, media relations, editing or writing for various media, business and industrial communication. The B.S. is also appropriate for those students seeking to enter a graduate program in communication, as those programs are typically writing and research intensive.

Students who complete the Bachelor in Science Degree in Communication Arts will have broad knowledge

of communication and an in-depth understanding of various forms of writing and research within the academic discipline and related professions. The students will have experience conducting and presenting research in both written and oral formats. The students will have the ability to develop and carry out communication research.

The Bachelor of Science differs from the Bachelor of Arts by adding more coursework in the Experiential component and the Concentrations that engage students in additional writing and research. It will also require students to take a related minor, where the B.A. does not.

To earn the Bachelor of Science in Communication Arts, you must complete a minimum of 120 credit hours. In addition to the general education requirements (see "General Education Requirements" under the section "Academic Regulations" earlier in the Bulletin), you will complete a related minor (subject to approval by the Communication Arts Faculty) and at least 48 credit hours as follows:

### **Requirements**

#### **Part 1: Core. (21 hours)**

The core of the Communication Arts curriculum grounds graduates in the theoretical and applied nature of the discipline, culminating in a capstone project in the Senior Seminar. All Communication Arts majors must complete each of the following courses:

- SPCH-C 200 Introduction to Mass Communication (3 cr.)
- SPCH-S 205 Introduction to Speech Communication (3 cr.)
- SPCH-C 321 Persuasion (3 cr.)
- SPCH-S 336 Communication Theory (3 cr.)
- SPCH-C 380 Organizational Communication (3 cr.)
- SPCH-S 398 Independent Study in Speech Communication (Senior Seminar) (3 cr.)
- SPCH-S 427 Cross Cultural Communication (3 cr.)

#### **Part 2: Experiential Component. (12 hours)**

The experiential component of the Communication Arts degree is designed to provide students with real world experience in the field of communication. These courses link students to the broader community, beyond the campus, pushing them to work with and/or develop projects with constituent groups outside the classroom. Through class assignments, such as interviewing workshops (SPCH-C 325) and group designed and administered surveys (SPCH-C 393), students will initiate and manage projects and campaigns designed to address real world problems in a mentored and supportive setting. Students in the Bachelor of Science will also take Statistics (K 300) and an Independent Study Research Project (SPCH-C 398) that will hone their research skills. Students must take the following:

- SPCH-C 393 Communication Research Methods (3 cr.)
- SPCH-S 398 Independent Study in Speech Communication (Research Project) (3 cr.)
- PSY-K 300 Statistical Techniques (3 cr.)
- SPCH-C 325 Interviewing OR SPCH-S 201 Communicating in Public (3 cr.)

### **Part 3: Concentration. (15 hours)**

The final component of the B.S. in Communication Arts is the concentration. These concentrations build upon the core and experiential components of the degree by providing students with a focused area of study. Students must complete each course in the chosen concentration, and will choose from the following:

1. **Public Communication.** The Public Communication concentration focuses on developing students' presentational skills and is designed to prepare them for careers in business, government, marketing, sales, advertising, speech writing, and other careers in which oral and written communication skills are essential.
2. **Journalism.** The journalism concentration develops student writing, editing, layout and photography skills, teaching students the journalism basics of reporting and editing. Students are encouraged to combine their understanding of core skills in the profession with online media and their own unique interests to better prepare them for a market which demands great breadth and sensitivity to the intersections between social issues, human nature and technology.
3. **Public Relations/Corporate Communications.** The Public Relations/Corporate Communication concentration prepares students to strategically manage communication resources for both profit and nonprofit organizations. Coursework prepares students to enhance a corporation's image and reputation, monitor and resolve its issues, influence relevant attitudes and opinions, in efforts to adapt the organization to its environment and the environment to the organization. Grounded in communication theory and the four step process, students will enhance their writing and planning skills and learn a variety of communication formats and media techniques for relating to diverse publics.

- SPCH-S 228 Argumentation and Debate (3 cr.)
- SPCH-C 444 Political Communication (3 cr.)
- HSS -S 200 Leadership Studies (3 cr.)
- NMCM-N 351 Cyberculture and Community (3 cr.)
- ENG W-315 Writing for the Web (3 cr.)
- SPCH-J 200 Writing for Mass Media (3 cr.)
- ENG-W 365 Theories and Practices of Editing (3 cr.)
- NMCM-N 250 Graphic Design I (3 cr.) OR JOUR-J 344 Photojournalism Reporting (3 cr.)
- JOUR-J 290 Internship in Journalism (3 cr.)
- JOUR-J 343 Broadcast News (3 cr.)
- SPCH-S 233 Intro to Public Relations (3 cr.)
- SPCH-S 333 Public Relations Writing (3 cr.)
- SPCH-C 391 Public Relations Campaigns (3 cr.)
- NMCM-N 250 Graphic Design I (3 cr.)
- NMCM-N 351 Cyberculture and Community (3 cr.)

### **Bachelor of Arts in English**

The Bachelor of Arts in English is a four-year undergraduate degree for students who want to develop their talents in reading and writing, who want a solid grounding in literature and English studies for secondary or postsecondary teaching, who wish to prepare for graduate or professional study in such fields as English,

library science, journalism, law, or business, or who wish to develop analytical and expressive skills valuable in many careers. The major consists of at least 36 credit hours above the 100 level in English language, literature, linguistics, and writing courses: 9 credit hours are specified to ensure that all majors have a common background in literary interpretation and theory; 27-39 credit hours are chosen from among advanced courses in several specified categories.

Students may concentrate in one of three areas within the English major: Literature, Pre-Law, or Writing, Editing, and Media. Each of these three concentrations is described below. The English department also offers minor in English Literature, English Writing, and Pre-Law.

The English department works cooperatively with the School of Education to administer a dual degree program in English/Secondary Education. Students participating in this program will complete both a Bachelor of Arts in English degree and a Bachelor of Science in Secondary Education degree (English/Language Arts). Students in this program will be certified to teach at the secondary school level. Please see an advisor in either SHSS or the School of Education for more information about this program.

Please see the Humanities department website regarding frequently asked questions about our degree programs, projected course offerings, and sample plans of study.

### **Mission Statement**

The mission of the English program is to provide students with a bachelor's degree in English within a liberal arts tradition. The program introduces students to major literary works in English, teaches them the professional vocabulary of literary analysis and theory, and instructs them in the methods of research and interpretation. The program enables students to achieve goals relating both to career and to personal development.

### **Bachelor of Arts in English (Language and Literature) Requirements for the Bachelor of Arts in English (Language and Literature)**

1. See Degree Requirements section under the School of Humanities and Social Sciences.
2. 9 specified hours:
  - ENG-L 202 Literary Interpretation (3 cr.)
  - ENG-L 371 Critical Practices (3 cr.)
  - ENG-L 495 Senior Seminar (3 cr.)
3. 27 credit hours (from the following categories):
  - Literatures in English: Beginnings through 18th Century (3 cr.)
  - Literatures in English: 19th Century (3 cr.)
  - Literatures in English: 20th/21st Century (3 cr.)
  - World/Gender/Multicultural Literature (3 cr.)
  - English electives (prefixes L, W, G, or E) at the 200-level or above (15 cr.)
4. No more than 12 credit hours in the major may be at the 200-level.
5. In item 3 above, students may substitute one elective at the 300-level or above from a related field or discipline approved by a departmental advisor (literature in another language, history, film studies,

African American studies, women's studies, folklore, new media communication, philosophy, etc.).

- No grade in any of these courses may be lower than a C-.

### **Bachelor of Arts in English (Pre-Law)**

#### **Requirements for the Bachelor of Arts in English (Pre-Law)**

- See Degree Requirements section under the School of Humanities and Social Sciences.
- 9 specified hours:
  - ENG-L 202 Literary Interpretation (3 cr.)
  - ENG-L 371 Critical Practices (3 cr.)
  - ENG-L 495 Senior Seminar (3 cr.)
- 39 credit hours (from the following categories):
  - Literatures in English: Beginnings through 18th Century (3 cr.)
  - Literatures in English: 19th Century (3 cr.)
  - Literatures in English: 20th/21st Century (3 cr.)
  - World/Gender/Multicultural Literature (3 cr.)
  - ENG-W 368 Research Methods and Materials (3 cr.)
  - POLS-Y 215 Introduction to Political Theory (3 cr.)\*
  - One 300+-level history course (3 cr.)\*
  - One 300+-level philosophy course (3 cr.)\*
  - Choice of SPCH S 228 Argumentation and Debate, SPCH-C 321 Persuasion, OR SPCH-C 325 Interviewing (3 cr.)\*
  - Choice of ENG-W 398 Internship in Writing OR ENG-W 498 Internship in English (3 cr.)
  - English electives (prefixes L, W, G, or E) at the 200-level or above (9 cr.)

**\*Note:** These courses may also be used to meet general education requirements in SHSS.

- No more than 12 credit hours in the major may be at the 200 level.
- In item 3 above, students may substitute one elective at the 300-level or above from a related field or discipline approved by a departmental advisor (literature in another language, history, film studies, African American studies, women's studies, folklore, new media communication, philosophy, etc.).
- No grade in any of these courses may be lower than a C-.

### **Bachelor of Arts in English (Writing, Editing, and Media)**

#### **Requirements for the Bachelor of Arts in English (Writing, Editing, and Media)**

- See Degree Requirements section under the School of Humanities and Social Sciences.
- 9 specified hours:
  - ENG-L 202 Literary Interpretation (3 cr.)
  - ENG-L 371 Critical Practices (3 cr.)
  - ENG-L 495 Senior Seminar (3 cr.)
- 33 credit hours (from the following categories):
  - Literatures in English: Beginnings through 18th Century (3 cr.)
  - Literatures in English: 19th Century (3 cr.)
  - Literatures in English: 20th/21st Century (3 cr.)
  - World/Gender/Multicultural Literature (3 cr.)

- ENG-W 365 Theories and Practices of Editing (3 cr.)
- English writing electives (prefix W) at the 200-level or above (9 cr.)

**(Note:** Courses in journalism, grantwriting, and publishing may also fulfill the writing Electives requirement. Please see an academic advisor for details.)

- ENG-W 398 Internship in Writing (3 cr.)
- Digital media or journalism electives (6 cr.)\* Please see an advisor for details.

**\*Note:** These courses may also be used to meet general education requirements in SHSS.

- No more than 12 credit hours in the major may be at the 200 level.
- In item 3 above, students may substitute one elective at the 300-level or above from a related field or discipline approved by a departmental advisor (literature in another language, history, film studies, African American studies, women's studies, folklore, new media communication, philosophy, etc.).
- No grade in any of these courses may be lower than a C-.

### **Master of Arts in Liberal Studies**

**Netty Provost, Interim Director**

#### **Program overview**

The Master of Arts in Liberal Studies (M.A.L.S.) program at IU Kokomo is an integrative program that explores various aspects of the humanities, social/behavioral sciences, and natural sciences, and emphasizes the connections between them. This program utilizes existing coursework in the arts and sciences, supplemented with seminars designed especially for this degree. The latter will assist the student in discovering the relationship among the disciplines of the arts and sciences and in developing a broad overview of those areas. Students will also be expected to do independent work, often including the design and execution of projects. Students may choose from three different emphases or tracks: the Individualized Track, the Academic Teaching Track, and the Global Studies Track. The M.A.L.S. program at IU Kokomo is an Associate Member of the Association of Graduate Liberal Studies Programs (AGLSP).

#### **Objectives**

The M.A.L.S. Program is designed to meet the needs of several populations within the broad region that Indiana University Kokomo serves. Its goal is to produce critical thinkers with a global understanding who are capable of interdisciplinary innovation. It meets the educational goals for individuals whose careers will be enhanced by a graduate credential, those who might wish to change careers, or those who wish to complete a challenging program of study for personal fulfillment.

#### **M.A.L.S. Program Goals**

The M.A.L.S. program enables all students to acquire the following knowledge and skills while completing the program:

- the ability to analyze and interpret scholarly works in a variety of academic disciplines
- knowledge of the methods and approaches of at least one particular academic discipline

- the ability to communicate in a variety of academic disciplines
- the ability to recognize and communicate the interconnectivity of academic disciplines

### Admission Requirements

Students are admitted to the Master of Arts in Liberal Studies program by the M.A.L.S. Advisory Board. In order to be admitted to this program, a student is expected to have earned a baccalaureate degree (B.A. or B.S.) from an accredited college or university with an overall grade point average of at least 3.0 on a 4.0 scale. Students who do not meet the GPA requirement may be admitted provisionally upon the recommendation of the director of the M.A.L.S. program and/or the M.A.L.S. Advisory Board. Completed applications include the following:

- application form
- application fee (\$40)
- cover letter
- at least two letters of recommendation (at least one faculty letter)
- a research-based writing sample (8 - 20 pages)
- scores from the Graduate Record Exam (GRE) or equivalent graduate exam scores
- transcripts of all previous undergraduate and graduate study

A student whose native language is not English must have a minimum TOEFL score of 560 (standard grading) or 220 (computer graded). The recommended TOEFL score is 600 (standard grading) or 250 (computer graded). Here is a helpful link for the TOEFL: <http://www.ets.org/toefl/>

Exceptions to these requirements may be made at the discretion of the M.A.L.S. Advisory Board. Application materials can be submitted to Master of Arts in Liberal Studies, c/o Humanities Department, Indiana University Kokomo, 2300 S. Washington Street, Kokomo, IN 46904.

### Graduation Requirements

- At least 30 credit hours including: 3 credit hours of introduction to the program, 21 credit hours in area of concentration, and 6 credit hours of thesis work. (The Academic Teaching Track requires 6 credit hours additional in teaching methods and practice.)
- An overall GPA of 3.0
- Approval of the M.A.L.S. Director

### Required Courses for all Tracks

#### Introduction to Graduate Liberal Studies (LBST D 510)

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.

#### Thesis Proposal (LBST-D 603)

Independent initial research/exploration of thesis topic including a formal proposal containing a statement of purpose, a background or rationale, an extensive literature review, a methodology, and a working thesis title. This course is a prerequisite for students registering for LBST-D 604.

#### Thesis (LBST-D 604)

Independent thesis work conducted in consultation with Thesis Committee.

#### Bachelor of Arts in Fine Arts (BA)

The Bachelor of Arts in Fine Arts (BA) offers a well-rounded liberal arts education with a focus in fine arts. The studio art courses provide students with experiences in a variety of media including, painting, drawing, printmaking, sculpture, metalsmithing, ceramics, graphic design, digital media, and animation.

The Bachelor of Arts in Fine Arts is 120 credit hours, 44 of which are fine arts courses. The courses can be broken down as follows:

1. General Education Requirements for Arts & Sciences
2. Fine Arts Core
  - 9 hours of Art History (no more than 6 hours at the 100 level)
  - 3 hours of Philosophy of Art
  - 9 hours of fundamental studio courses at the 100 level
  - 21 hours of studio courses at the 200 level or above (no more than 6 hrs. at the 200 level)
  - 2 hours of senior capstone experience
3. Senior Capstone experience

The purpose of the senior capstone experience is to provide students with opportunities to demonstrate they have mastered a depth of knowledge in the major, they can integrate knowledge within their creative endeavors, and that they are able to communicate coherently. The capstone experience is comprised of the following:

- An individual exhibition of the student's representative work reflecting the program goals.
- A written statement about the student's exhibit, goals, techniques, process approach and influences, and course for future direction.

#### Objectives

- Students in the program will:
- Analyze and express the essential aspects of visual forms in a creative manner
- Discuss historical and contemporary conceptual issues in design
- Demonstrate skills in the tools, techniques, and processes to produce work in their chosen area(s) of emphasis
- Demonstrate an understanding of the place of their media of emphasis in the history of art, as well as in contemporary theory and practices
- Demonstrate facile use of visual vocabulary for making art and a sophisticated critical language for analyzing art
- Demonstrate a high degree of professionalism in presenting and exhibiting their work and portfolio
- Discuss the history of art as it relates to their media
- Reflect and write about their art-making process, including resume, artist statement, grant-writing, and a senior capstone project

### **Bachelor of Fine Arts (BFA)**

The Bachelor of Fine Arts (BFA) degree offers students the most extensive study in the fine arts. With over 60 hours in studio art and 30 hours in studio art at the 300 level or above, students will explore numerous art media and at least two areas in great depth. The degree will best prepare students for admission in Masters of Fine Arts (MFA) programs. The studio art courses provide students with experiences in a variety of media including, painting, drawing, printmaking, sculpture, metalsmithing, ceramics, graphic design, digital media, and animation.

The Bachelor of Fine Arts is 120 credit hours, 84 of which are fine arts courses. The courses can be broken down as follows:

1. Campus Wide General Education Requirements
2. Fine Arts Core (minimum of 84 cr. hr.)
  - 15 hours of Art History A 101, A 102, Contemporary Art, Philosophy of Art, one other 200 or above
  - 9 hours of foundations studio courses at the 100 level
  - 57 hours of studio courses above the 200 level with a minimum of 30 at the 300 level or higher.
  - A senior capstone experience (S400 – 3 cr. hrs.) must be satisfactorily completed.
3. The Senior Capstone Experience in Fine Arts

The purpose of the senior capstone experience is to provide students with opportunities to demonstrate that they have mastered a depth of knowledge in the major, that they can integrate knowledge within their creative endeavors, and that they are able to communicate coherently.

The capstone experience is made up of the following:

- An individual exhibition of their representative work reflecting the program goals.
- A written statement about their exhibit, goals, techniques, process approach and influences and course for future direction.

### **Liberal Studies Courses Graduate**

**LBST-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

**LBST-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.

**LBST-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.

**LBST-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.

**LBST-D 511 Humanities Elective (3 cr.)** P: LBST-D 510. M.A.L.S. graduate elective course in the humanities. Topics vary. May be repeated for credit.

**LBST-D 512 Social Science Elective (3 cr.)** P: LBST-D 510. M.A.L.S. graduate elective course in the social sciences. Topics vary. May be repeated for credit.

**LBST-D 513 Science Elective (3 cr.)** P: LBST-D 510. M.A.L.S. graduate elective course in the sciences. Topics vary. May be repeated for credit.

**LBST-D 514 Graduate Liberal Overseas Study (3-6 cr.)** P: LBST-D 510. This course will enable M.A.L.S. students to participate in overseas studies. In some cases there may be a language prerequisite.

**LBST-D 525 Topics in International Studies (1-6 cr.)** P: LBST-D 510. This course is a graduate seminar with varied topics in international studies. The content will vary, but it will always focus on international issues and topics in different fields of studies. At times, this course will have an interdisciplinary and/or comparative focus.

**LBST-D 550 Teaching Assistantship (3-6 cr.)** P: LBST-D 510 and prior consent of director and instructor. This course will enable students to have a practical experience in teaching by assisting a faculty member in planning, teaching and grading a course in the student's area of concentration. This course is a requirement for the academic teaching track.

**LBST-D 551 Research Assistantship (3-6 cr.)** P: LBST-D 510 and prior consent of director and instructor. This course will enable students to assist resident faculty in their research.

**LBST-D 591 Graduate Workshop on Teaching (3 cr.)** P: LBST-D 510 and prior consent of director and instructor. This course is a requirement for the academic teaching track. This workshop will focus on best practices in teaching including syllabus construction, teaching philosophy, assessment of student work, faculty and student conduct and an introduction to the scholarship of teaching and learning.

**LBST-D 594 Liberal Studies Directed Readings (1-3 cr.)** P: LBST-D 510 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 of 6 credit hours.

**LBST-D 596 Liberal Studies Independent Research (1-3 cr.)** P: LBST-D 510 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.

**LBST-D 600 Public Intellectual Practicum (3 cr.)** P: Completion of all other program course work. A capstone seminar for the M.A.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.

**LBST-D 603 Thesis Proposal (3 cr.)** Independent initial research/exploration of thesis topic including a formal proposal containing a statement of purpose, a background or rationale, an extensive literature review, a methodology, and a working thesis title. This course is a prerequisite for students registering for D604.

**LBST-D 604 Thesis (3 cr.)** Independent thesis work conducted in consultation with Thesis Committee.

### **Bachelor of Arts in Humanities**

The Bachelor of Arts in Humanities prepares students to pursue a special interest in one or more humanities disciplines, prepare themselves for graduate or professional study, or develop analytical and expressive skills valuable in many careers. Because the major includes few required courses, the student is free to select those advanced courses that reflect personal or professional interests. A student selects courses with the continuing assistance of a faculty advisor.

#### **Mission Statement**

The mission of the humanities program is to provide students with a bachelor's degree in the liberal arts. The program introduces students to a variety of disciplines that study artistic, cultural, and philosophical achievements. In these disciplines, students learn the professional vocabulary of analysis and interpretation and the methods of research and criticism. The program enables students to achieve goals relating both to career and to personal development.

**Objectives** Students in the program will:

- gain in-depth experience of at least one humanities subject;
- become familiar with a variety of methods and subject areas within the humanities;
- gain an appreciation of what is shared by humanities subjects, in particular the ways "texts," broadly construed, are studied in more than one humanities subject
- acquire latitude in devising a program that addresses their particular needs

#### **Requirements**

1. See "Degree Requirements" section under "School of Humanities and Social Sciences"
2. 36 credit hours of Humanities Department course at the 200 level or above within the major
3. No grade lower than a C- will count toward the degree.
4. Students must complete the requirements of a minor in a humanities field (15-18 cr.).
5. Students will choose 3-6 credit hours in humanities electives within the major (3-6 cr.).
6. Students must complete the Capstone course which meets concurrently with ENG-L 495 (3 cr.).
7. Students must take four (4) 300-400 level courses in addition to courses used to satisfy their chosen humanities minor. Each of these 4 courses must come from a different category of those listed below (12 cr.)
  - Communication
  - English
  - Fine Arts, Theater and Music
  - Languages (note: a course taken from this area would need to be in addition to course the student uses to meet HSS or campus General Education Requirements)
  - New Media
  - Philosophy, Religion and Gender

### **Bachelor of Arts in New Media Communication**

The Bachelor of Arts in New Media Communication is a four-year, undergraduate degree for students wishing to develop practical skills and strong knowledge in new media communication. Students will learn strong computer and design skills, preparing them for a variety of careers and graduate school. Students take a core set of courses in New Media Communication, choose one of four areas to concentrate in, and take electives to further tailor the degree to their interests and plans. The analytical and communication skills and knowledge they learn are valuable in many occupations, including graphic design, web design and development, and information design. The major consists of 36 credit hours of courses in New Media Communication, divided amongst a required core, courses within a chosen concentration, and electives. At IU Kokomo, the Bachelor of Arts Degree in New Media Communication features an innovative multidisciplinary approach, with coursework taught by faculty from a variety of fields. Coursework includes topics such as web site design, graphic design, professional writing, video production, and internships. Students are encouraged to tailor their coursework to focus on their interests and goals.

#### **Mission Statement**

The mission of the IU Kokomo New Media Communication degree program is to prepare students to be critical, creative, problem-solving, and effective designers and communicators, able to be successful citizens and professionals in emerging digital technological fields.

#### **Goals**

Students who complete the program will:

- understand how to produce multimedia works such as web pages
- understand how to create visual designs
- have both practical and theoretical knowledge of new media communication
- understand the work practices of new media communication professionals
- think critically about new media works and developments

#### **Objectives**

- To acquaint students with tools: Web site design and management, graphic design, and multimedia development
- To explore professional practice: exposure to professional development practices through internships and service learning experiences
- To provide students with the opportunity to explore theory/historical context; the study of new media theory; computer mediated communication, aesthetics, and visual literacy.

#### **Requirements**

1. See "Requirements for a Bachelor of Arts Degree" section under "School of Humanities and Social Sciences."
2. New Media Communication Core

Required: All students earning a Bachelor of Arts in New Media Communication must take:

- NMCM-N 201 Introduction to New Media Communication (3 cr.)
  - NNCM-N 215 Digital Studio (3 cr.)
  - NMCM-N 401 Senior Seminar (3 cr.)
  - NMCM-N 411 New Media Theory (3 cr.)
3. New Media Communication Concentration Areas (Choose one)

### Web Design Concentration

Required: All students earning a Web Design concentration must take FINA-F 102 2D Design.

Concentration electives: Students must also take their choice of 4 of the following courses:

- NMCM-N 213 Web Design and Development (3 cr.)
- NMCM-N 245 Intro to Web Site Design Principles and Practice (Extensible Markup Language) (3 cr.)
- NMCM-N 262 Introduction to Web Scripting (3 cr.)
- NMCM-N 345 Intermediate Web Site Design Principles and Practice (Content Management Systems and Information Architecture) (3 cr.)
- NMCM-N 362 Server-side Web Programming Using PHP (3 cr.)
- NMCM-N 445 Advanced Web Site Design Principles and Practice (Database-driven Web Application Development) (3 cr.)
- INFO-I 300 Human Computer Interaction (3 cr.)

Students take 9 additional credit hours of New Media Electives.

### Graphic Design Concentration

Required: All students earning a Graphic Design concentration must take:

- FINA-F 102 2D Design (3 cr.)
- FINA-F 100 Basic Drawing (3 cr.)
- NMCM-N 211 Typography (3 cr.)

Concentration electives: Students must also take their choice of 4 of the following courses:

- NMCM-N 250 Graphic Design 1 (3 cr.)
- NMCM-N 255 History of Graphic Design (3 cr.)
- NMCM-N 312 Digital Illustration (3 cr.)
- NMCM-N 361 Graphic Design 2 (3 cr.)
- NMCM-N 371 Identity Design and Branding (3 cr.)
- NMCM-N 372 Graphic Design Production and Practice (3 cr.)
- NMCM-N 410 Publication & Editorial Design (3 cr.)

Students take 3 additional credit hours of New Media Electives.

### Video Games and Animation Concentration

Required: All students earning a Video Games and Animation concentration must take:

- FINA-F 100 Basic Drawing (3 cr.)
- FINA-F 101 3D design (3 cr.)

Concentration electives: Students must also take their choice of 4 of the following courses:

- NMCM-N 231 Introduction to Video Game Design (3 cr.)
- NMCM-N 312 Digital Illustration (3 cr.)

- NMCM-N 342 3D Computer Animation (3 cr.)
- NMCM-N 335 Storyboard and Character Development (3 cr.)
- NMCM-N 412 Advanced Computer Illustration (3 cr.)
- NMCM-N 261 Action Script 3 Programming (3 cr.)
- NMCM-N 3XX Intermediate Action Script 3 Programming (3 cr.)
- NMCM-N 3XX Mobile Device Application Programming (3 cr.)
- INFO-I 300 Human Computer Interaction (3 cr.)

Students take 6 additional credit hours of New Media Electives.

### Creative Digital Development Concentration

Required: All students earning a Creative Digital Development concentration must take:

- FINA-F 100 Basic Drawing (3 cr.)
- FINA-F 102 2D Design (3 cr.)

Concentration electives: Students must also take their choice of 4 of the following courses:

- NMCM-N 261 Action Script 3 Programming (3 cr.)
- NMCM-N 320 Video Production (3 cr.)
- NMCM-N 330 Studio in Digital Media I (3 cr.)
- NMCM-N 370 Animation for Integrated Media (3 cr.)
- NMCM-N 260 Video Production Practicum (3 cr.)
- NMCM-N 360 Advanced Video Production (3 cr.)
- NMCM-N 2XX Mobile Device Application Programming (3 cr.)

Students take 6 additional credit hours of New Media Electives.

### Approved New Media Electives

Any course listed in the above concentrations, any course with the NMCM prefix (except NMCM N 202), as well as any of the following courses can be used in the New Media Communication degrees, certificate, and minor.

- ENG-W 311 Creative Nonfiction (3 cr.)
- ENG-W 321 Advanced Technical Writing (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)
- ENG-W 365 Theories and Practices of Editing (3 cr.)
- INFO-I 202 Social Informatics (3 cr.)
- INFO-I 300 Human Computer Interaction (3 cr.)
- JOUR-J 200 Writing for Mass Media (3 cr.)
- SPCH-S 333 Public Relations Writing (3 cr.)
- SPCH-S 336 Communication Theory (3 cr.)
- SPCH-C 380 Organizational Communication (3 cr.)
- SPCH-C 393 Communication Research Methods (3 cr.)

### Bachelor of Science in New Media Communication

The Bachelor of Science in New Media Communication is a four-year, undergraduate degree for students wishing to develop practical skills and strong knowledge in new media communication. Compared to the Bachelor of Arts degree in New Media Communication, the Bachelor of Science degree features more courses within New Media Communication and more flexibility in choice of electives at the expense of fewer general education courses. Students will learn strong computer and design skills, preparing them for a variety of careers and graduate school. Students take a core set of courses in New Media Communication, choose one of four areas to concentrate

in, and take electives to further tailor the degree to their interests and plans. The analytical and communication skills and knowledge they learn are valuable in many occupations, including graphic design, web design and development and information design.

The major consists of 45 credit hours of courses in New Media Communication, divided amongst a required core, courses within a chosen concentration, and electives. At IU Kokomo, the Bachelor of Arts Degree in New Media Communication features an innovative multidisciplinary approach, with coursework taught by faculty from a variety of fields. Coursework includes topics such as web site design, graphic design, professional writing, video production, and internships. Students are encouraged to tailor their coursework to focus on their interests and goals.

### Mission Statement

The mission of the IU Kokomo New Media Communication degree program is to prepare students to be critical, creative, problem-solving, and effective designers and communicators, able to be successful citizens and professionals in emerging digital technological fields.

### Goals

Students who complete the program will:

- understand how to produce multimedia works such as web pages
- understand how to create visual designs
- have both practical and theoretical knowledge of new media communication
- understand the work practices of new media communication professionals
- think critically about new media works and developments

### Objectives

- To acquaint students with tools: Web site design and management, graphic design, and multimedia development
- To explore professional practice: exposure to professional development practices through internships and service learning experiences
- To provide students with the opportunity to explore theory/historical context; the study of new media theory; computer mediated communication, aesthetics, and visual literacy.

### Requirements

1. See Degree Requirements" section under "School of Humanities and Social Sciences."
2. New Media Communication Core

Required: All students earning a Bachelor of Science in New Media Communication must take:

- NMCM-N 201 Introduction to New Media Communication (3 cr.)
  - NMCM-N 215 Digital Studio (3 cr.)
  - NMCM-N 401 Senior Seminar (3 cr.)
  - NMCM-N 411 New Media Theory (3 cr.)
3. New Media Communication Concentration Areas (choose one)

### Web Design Concentration

Required: All students earning a Web Design concentration must take FINA-F 102 2D Design.

Concentration electives: Students must also take their choice of 6 of the following courses:

- NMCM-N 213 Web Design and Development (3 cr.)
- NMCM-N 245 Intro to Web Site Design Principles and Practice (Extensible Markup Language) (3 cr.)
- NMCM-N 262 Introduction to Web Scripting (3 cr.)
- NMCM-N 345 Intermediate Web Site Design Principles and Practice (Content Management Systems and Information Architecture) (3 cr.)
- NMCM-N 362 Server-side Web Programming Using PHP (3 cr.)
- NMCM-N 445 Advanced Web Site Design Principles and Practice (Database-driven Web Application Development) (3 cr.)
- INFO-I 300 Human Computer Interaction (3 cr.)

Students take 12 additional credit hours of New Media Electives.

### Graphic Design Concentration

Required: All students earning a Graphic Design concentration must take:

- FINA-F 102 2D Design (3 cr.)
- FINA-F 100 Basic Drawing (3 cr.)
- NMCM-N 211 Typography (3 cr.)

Concentration electives: Students must also take their choice of 6 of the following courses:

- NMCM-N 250 Graphic Design 1 (3 cr.)
- NMCM-N 255 History of Graphic Design (3 cr.)
- NMCM-N 312 Digital Illustration (3 cr.)
- NMCM-N 361 Graphic Design 2 (3 cr.)
- NMCM-N 371 Identity Design and Branding (3 cr.)
- NMCM-N 372 Graphic Design Production and Practice (3 cr.)
- NMCM-N 410 Publication & Editorial Design (3 cr.)

Students take 6 additional credit hours of New Media Electives.

### Video Games and Animation Concentration

Required: All students earning a Video Games and Animation concentration must take:

- FINA-F 100 Basic Drawing (3 cr.)
- FINA-F 101 3D design (3 cr.)

Concentration electives: Students must also take their choice of 6 of the following courses:

- NMCM-N 231 Introduction to Video Game Design (3 cr.)
- NMCM-N 312 Digital Illustration (3 cr.)
- NMCM-N 342 3D Computer Animation (3 cr.)
- NMCM-N 335 Storyboard and Character Development (3 cr.)
- NMCM-N 412 Advanced Computer Illustration (3 cr.)
- NMCM-N 261 Action Script 3 Programming (3 cr.)
- NMCM-N 3XX Intermediate Action Script 3 Programming (3 cr.)
- NMCM-N 3XX Mobile Device Application Programming (3 cr.)

- INFO-I 300 Human Computer Interaction (3 cr.)

Students take 9 additional credit hours of New Media Electives.

### Creative Digital Development Concentration

Required: All students earning a Creative Digital Development concentration must take:

- FINA-F 100 Basic Drawing (3 cr.)
- FINA-F 102 2D Design (3 cr.)

Concentration electives: Students must also take their choice of 6 of the following courses:

- NMCM-N 261 Action Script 3 Programming (3 cr.)
- NMCM-N 320 Video Production (3 cr.)
- NMCM-N 330 Studio in Digital Media I (3 cr.)
- NMCM-N 370 Animation for Integrated Media (3 cr.)
- NMCM-N 260 Video Production Practicum (3 cr.)
- NMCM-N 360 Advanced Video Production (3 cr.)
- NMCM-N 2XX Mobile Device Application Programming (3 cr.)

Students take 9 additional credit hours of New Media Electives.

### Approved New Media Electives

Any course listed in the above concentrations, any course with the NMCM prefix (except NMCM-N 202), as well as any of the following courses can be used in the New Media Communication degrees, certificate, and minor.

- ENG-W 311 Creative Nonfiction (3 cr.)
- ENG-W 321 Advanced Technical Writing (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)
- ENG-W 365 Theories and Practices of Editing (3 cr.)
- INFO-I 202 Social Informatics (3 cr.)
- INFO-I 300 Human Computer Interaction (3 cr.)
- JOUR-J 200 Writing for Mass Media (3 cr.)
- SPCH-S 333 Public Relations Writing (3 cr.)
- SPCH-S 336 Communication Theory (3 cr.)
- SPCH-C 380 Organizational Communication (3 cr.)
- SPCH-C 393 Communication Research Methods (3 cr.)

### Post-Baccalaureate Certificate in New Media Communication

The Post-Baccalaureate Certificate in New Media Communication is for people who already possess a 4-year college degree and wish to develop expertise in New Media Communication without having to earn a whole new 4-year degree. Students can be generalists, or they can specialize in an area such as graphic design, web design, or digital development. The certificate consists of only 18 credit hours - just 6 courses. Up to 3 credit hours can be transferred in from other universities.

### Requirements

1. Admission requirements  
Students must possess a baccalaureate degree from an accredited institution and be admitted to Indiana University as a regular student.
2. 18 specified hours  
Courses can be any courses listed in the New Media Communication Bachelor of Arts degree, as long as you meet the following requirements:

- At least 6 credit hours must be at the 300-level or higher
- No more than 3 credit hours can be taken in courses without the NMCM designation, such as English or Speech courses

### Minors in the Humanities

Students may complete minors in art history, communication arts, creative arts (fine arts, music, or theatre), English literature, English writing, international studies, leadership, new media communication, philosophy, pre-law, Spanish, and women's studies. The interdisciplinary minors in international studies, leadership, pre-law, and women's studies are described in the School of Humanities and Social Sciences section of the Bulletin.

### Communication Arts

The minor consists of 15 credit hours, 9 of which must be at the 300 level or above.

### Required courses:

1. SPCH-S 205 Introduction to Speech Communication (3 cr.)
2. SPCH-S 336 Current Topics in Communication: Communication Theory (3 cr.)

And any 9 credits of coursework from the following courses:

- SPCH-C 321 Persuasion (3 cr.)
  - SPCH-C 325 Interviewing Principles and Practices (3 cr.)
  - SPCH-C 391 Seminar (e.g., Group Dynamics, Family Communication) (3 cr.)
  - SPCH-S 122 Interpersonal Communication (3 cr.)
  - SPCH-S 229 Discussion and Group Methods (3 cr.)
  - JOUR-C 200 Introduction to Mass Communications (3 cr.)
  - SPCH-S 333 Public Relations (3 cr.)
  - SPCH-C 380 Organizational Communication. (3 cr.)
  - SPCH-S 233 Introduction to Public Relations (3 cr.)
  - SPCH-S 440 Organizational Communication and Training (3 cr.)
  - TEL-R 309 Television Production (3 cr.)
  - SPCH-S 223 Business and Professional Communication (3 cr.)
  - SPCH-C 437 Creative Dramatics (3 cr.)
  - SPCH-S 201 Communicating in Public (3 cr.)
  - SPCH-C 205 Introduction to Oral Interpretation (3 cr.)
  - SPCH-S 427 Cross Cultural Communication (3 cr.)
3. Students may petition to include a communication class not listed above. They should contact their advisor.

### Creative Arts (visual arts, music, or theatre) Minor

The minor consists of 16-19 semester hours. Students select a minimum of one concentration area from music, theatre, or visual arts.

### Required Core course for all Creative Arts Minors:

- HUMA-U 103 Introduction to Creative Arts (3 cr.)

### Area 1: Music Concentration

Core (7 cr.)

- MUS-U 320 Seminar: Capstone (1 cr.)
- MUS-Z 111 Introduction to Music Theory (3 cr.)
- MUS-M 174 Music for the Listener (3 cr.)

**Performance (3 cr.)** A minimum of one course from:

- MUS-X 040 Crescendos Show Choir (2 cr.)
- MUS-X 070 Instrumental Ensemble: Band (2 cr.)
- MUS-X 040 Jazz Band (2 cr.)

**Select additional 9 hours from:**

- HUMA-U 102 Introduction to Humanities: the Live Performance (3 cr.)
- MUS-U 320 Women in Music History (3 cr.)
- MUS-Z 201 History of Rock and Roll (3 cr.)
- MUS-Z 301 Rock and Roll Music in the 70s and 80's (3 cr.)
- MUS-Z 315 Music for Films (3 cr.)
- MUS-Z 373 The American Musical (3 cr.)
- MUS-Z 393 History of Jazz (3 cr.)
- MUS-Z 103 Musicians in the Movies (3 cr.)
- MUS-U 320 History of Country Music (3 cr.)

**Area II Theater Concentration Core (4 cr.)**

- THTR-T 120 Acting 1 (3 cr.)
- Capstone Project in Theater (1 cr.)

**Performance (6 cr.)** Choose at least 2 performance courses:

- THTR-T 115 Oral Interpretation (3 cr.)
- THTR-T 220 Acting II (3 cr.)
- THTR-T 226 Shakespeare in Production (3 cr.)
- SPCH-C 437 Creative Dramatics (3 cr.)
- THTR-T 149/T349 Theatre Practicum (3 cr.)

Choose at least 3 credit hours from:

- HUMA-U 102 Introduction to Humanities: The Live Performance (3 cr.)
- ENG-L 203 Introduction to Drama (3 cr.)
- ENG-L 220 Introduction to Shakespeare (3 cr.)

**Area III: Visual Arts Concentration**

- FINA-F 100 Fundamental Studio Drawing (3 cr.)
- FINA-F 101 Fundamental Studio 3-D (3 cr.) or FINA-F 102 Fundamental Studio 2-D (3 cr.)
- Choose 9 credit hours from courses in the studio arts including drawing, painting, printmaking, sculpture, ceramics, metalsmithing, graphic design, photography, and digital media. One course in art history can be substituted for one studio course in the minor.
- FINA-S 400 Independent Studio Projects (1 cr.)

**Art History Minor**

The minor in Art History is ideal for students wishing to develop a strong foundation of knowledge in art history. A minor in Art History is helpful for students wishing to go into education, art administration or graduate programs in fine arts. To earn an art history minor, a student must take the following courses, for a total of 18 credit hours:

Required-6 credit hours

- FINA-A 101 Ancient and Medieval Art
- FINA-A 102 Renaissance Through Modern Art

**English-Literature Minor**

The minor consists of 15 credit hours in literature, including

1. ENG-L 202 Literary Interpretation (3 cr.)
2. One of the following: ENG-E 301, ENG-E 302, ENG-E 303, ENG-E 304 (3 cr.)
3. Three 3-credit-hour, 200- to 400-level ENG-L or ENG-E courses
4. At least one elective course must be taken at the 300 level.

At least 9 credit hours of the above courses must be taken at IU Kokomo.

**English-Writing Minor**

Prerequisites: ENG-W 131 and ENG-W 132

Students may earn a minor in writing by completing 15 credits. Choose 9-15 credits from the following courses:

- ENG-W 203 Creative Writing (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)
- ENG-W 301 Fiction Writing (3 cr.)
- ENG-W 311 Creative Nonfiction (3 cr.)
- ENG-W 321 Advanced Technical Writing (may not receive credit for both ENG-W 231 and ENG-W 321) (3 cr.)
- ENG-W 331 Business and Administrative Writing (3 cr.)
- ENG-W 350 Advanced Expository Writing (3 cr.)
- ENG-W 365 Theories and Practices of Editing (3 cr.)
- ENG-W 368 Research Methods and Materials (3 cr.)
- ENG-W 395 Individual Study of Writing (1-3 cr.)
- ENG-W 398 Internship in Writing (0-3 cr.)
- ENG-W 400 Issues in Teaching Writing (3 cr.)
- ENG-W 411 Directed Writing (1-3 cr.)
- ENG-W 462 Rhetoric and Composition (3 cr.)

Students may also take the following courses as part of their minor. However, no more than 6 credits may be taken in courses outside of English.

- JOUR-J 200 Reporting, Writing, and Editing (3 cr.)
- PHIL-P 150 Elementary Logic (3 cr.)
- SPCH-S 228 Argumentation and Debate (3 cr.)
- SPCH-C 325 Interviewing Principles and Practices (3 cr.)
- SPCH-C 391 Seminar: Public Relations Writing (3 cr.)

**New Media Communication Minor**

The minor is an excellent choice for students wishing to develop a strong understanding of new media technologies so they can apply them to their chosen field. The minor consists of 15 credit hours.

Required course:

- NMCM-N 201 Introduction to New Media Communication (3 cr.)

Students must take 12 more credit hours from the courses listed as included in the New Media Communication Bachelor of Arts degree, at least 1 of which must be from that degree's list of designated core courses.

**Philosophy Minor**

1. The minor consists of 15 credit hours in philosophy.
2. No more than 6 credit hours may be at the 100 level.
3. The student must complete at least one course in each of the following 3 categories. Note that with specific approval of the philosophy coordinator a student may count a section of PHIL-P 383 Topics in Philosophy toward one of the three categories. The category that a PHIL-P 383 course would count towards depends on the topic of that course.:

**Value Theory (including):**

- PHIL-P 140 Introduction to Ethics (3 cr.)
- PHIL-P 242 Applied Ethics (3 cr.)
- PHIL-P 311 Environmental Ethics (3 cr.)
- PHIL-P 342 Problems in Ethics (3 cr.)
- PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)
- PHIL-P 348 Philosophy and Literature (3 cr.)

**Reasoning (including):**

- PHIL-P 105 Critical Thinking (3 cr.)
- PHIL-P 150 Elementary Logic (3 cr.)
- PHIL-P 375 Philosophy of Law (3 cr.)

**Foundations of Inquiry (including):**

- PHIL-P 100 Introduction to Philosophy (3 cr.)
- PHIL-P 335 Phenomenology and Existentialism (3 cr.)
- PHIL-P 346 Philosophy and Art (3 cr.)
- PHIL-P 360 Philosophy of Mind (3 cr.)
- PHIL-P 371 Philosophy of Religion (3 cr.)

**Pre-Law Minor**

The Pre-Law minor offers students interested in either exploring the idea of Law School or committed to it but preferring to major in a traditional degree program such as History/Political Science, English or Sociology a minor option in preparation for graduate school. The program strives to provide students with a basic understanding of our society's historical and political development, solid reading, writing, communication, and critical thinking skills, and some experience with the law directly. The Pre-Law minor is coordinated by the department of History/Political Science. Both the department of History/Political Science and the English department also offer concentrations in Pre-Law within their Bachelor's degree programs. Minors must complete 18 credit hours with a grade of C- or higher from the following:

- Political Science Foundation: POLS-Y 215 Introduction to Political Theory (3 cr.)
- History Foundation: any 300+-level History course (3 cr.)
- Literature Foundation: Any ENG-E- or ENG-L 300+ literature course (except ENG-L 390 and ENG-L 391) (3 cr.)
- Humanities Foundation (3 cr.):

**Choose one of the following courses:**

Ethics and Philosophy

- PHIL-P 342 Problems in Ethics
- PHIL-P 345 Problems in Social and Political Philosophy\
- PHIL-P 375 Philosophy of Law

Debate and Argumentation

- SPCH-S 228 Argumentation and Debate

- SPCH-C 310 Rhetoric and Public Address
- SPCH-C 321 Persuasion
- SPCH-C 325 Interviewing
- SPCH-C 444 Political Communication

Law Electives (6 cr., with at least 3 cr. at the 300-level or above) from Public Administration and Health Management (PAHM), Criminal Justice and Homeland Security (CJHS), Psychology, Labor Studies, Sociology, Political Science, or Business)

**Public Administration and Health Management**

- PAHM-V 376 Law and Public Policy (requires PAHM-V 170 as a prerequisite)

**Criminal Justice and Homeland Security – all require CJHS-J 101 as a prerequisite**

- CJHS-J 320 Substantive Criminal Law
- CJHS-J 321 Court Procedure and Evidence
- CJHS-J 305 The Juvenile Justice System
- CJHS-J 220 American Criminal Courts
- CJHS-J 210 Introduction to Law Enforcement
- CJHS-J 324 Correctional Law
- CJHS-J 409 Crime and Public Policy

**Sociology**

- SOC-S 325 Criminology
- SOC-S 328 Juvenile Delinquency
- SOC-S 360 Topics in Social Policy
- SOC-S 420 Topics in Deviance

**Note** - All Sociology courses require SOC-S 100 or SOC-S 101 as a prerequisite and SOC-S 316 is required as a prerequisite for SOC-S 360 Family Violence

**Psychology:**

- PSY-P 322 Psychology in the Courtroom

**Business:**

- BUS-L 200 Elements of Business Law OR
- BUS-L 201 Legal Environment of Business

**Political Science:**

- POLS-Y 304 Constitutional Law
- POLS-Y 371 Workshop in International Topics (if it pertains to the law directly)

Note 1: Many of these courses have prerequisites in their fields.

Note 2: A course not listed, but related to one of the categories can be accepted to count for that category with the permission of the Pre-Law advisor.

Note 3: At least 12 of the 18 credits must be taken at the 300-level or above.

Note 4: Please see the website for the American Bar Association (<http://www.americanbar.org>) for suggestions on preparing for law school.

**Spanish**

This minor allows students to place special emphasis on the study of Spanish as a foreign language and culture, with a secondary emphasis on literature. The minor requires a total of 12 credit hours beyond the second year. A student is required to take three specified courses and an additional course in Spanish at the 300- or 400-level. Prerequisite: SPAN-S 204 Second-Year Spanish II (3 cr.) Required: 12 credit hours

- SPAN-S 311 Spanish Grammar (3 cr.)
- SPAN-S 312 Spanish Composition (3 cr.)
- SPAN-S 275 Hispanic Culture (3 cr.) OR SPAN-S 325 Oral Spanish for Teachers (3 cr.)
- one 3-credit-hour elective course in Spanish at the 300 or 400 level. Currently offered courses that meet this requirement include SPAN-S 317 Spanish Conversation and Diction (3 cr.), SPAN-S 360 Introduction to Hispanic Literature (3 cr.), and SPAN-S 325 Oral Spanish for Teachers (3 cr.). SPAN S 325 may not be used to satisfy more than one category. Other courses may be added to this list; consult a faculty member in Spanish or and academic advisor for more information.

### Humanities Courses Undergraduate

#### Afro-American Studies (AFRO)

**AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)** The culture of blacks in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science.

**AFRO-A 210 The Black Woman in America (3 cr.)** A historical overview of the black woman's role in American society, including family, social, and political relationships.

**AFRO-A 303 Topics in Afro-American Studies (1-3 cr.)** Study of selected topics or issues in Afro-American studies, occasionally, but not always, coordinated with symposia and/or conferences sponsored by the Afro-American Studies Program.

#### Classical Studies

**CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)** This course introduces students to the process by which technical medical terms are formed.

#### Comparative Literature

**CMLT-C 190 Introduction to Film (3 cr.)** History of film and growth of cinematic techniques from M and the Lumiere brothers to the present. Topics such as adaptation, the visual image, genres, and the film as social document, and how they relate to the history and development of film art. Students will become familiar with the basic terminology and technical aspects of film study.

**CMLT-C 390 Film and Society (3 cr.)** P: CMLT-C 190 or consent of instructor. Film and politics; censorship; social influences of the cinema; and rise of the film industry.

**CMLT-C 392 Genre Study in Film (3 cr.)** P: CMLT-C 190 or consent of instructor. Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus is on one specific genre each time the course is offered. May be repeated once with different topic.

#### East Asian Languages and Cultures

**EALC-E 100 East Asia: An Introduction (3 cr.)** Basic introduction to China, Japan, and Korea. Intended to help students understand the unique character of each of these three cultures within the general framework of East Asian civilization, comprehend the historical importance of the

three countries, and appreciate the crucial role they play in the world today.

#### English

**ENG-A 303 Topics in Afro-American Studies (3 cr.)** Study of selected topics or issues in Afro-American studies.

**ENG-E 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.

**ENG-E 301 Literatures in English 1600-1800 (3 cr.)** Representative study of British and American literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments.

**ENG-E 303 Literatures in English 1800-1900 (3 cr.)** Representative study of nineteenth-century British and American literature in the context of transatlantic cultural developments.

**ENG-E 304 Literatures in English 1900-Present (3 cr.)** Representative study of twentieth-century literatures in English. In addition to Britain and North America, cultural locations may include the Indian subcontinent, Australasia, Anglophone Africa, the Caribbean, etc. Focus on themes associated with modernity and cross-cultural contacts.

**ENG-G 301 History of the English Language (3 cr.)** Historical and structural analysis of English language in the stages of its development. Political and social events affecting development of language; interrelationship of language and literature; evolution of modern phonology and syntax.

**ENG-L 101 Western World Masterpieces I (3 cr.)** Literary masterpieces from Homer to Chaucer. Aims to teach thoughtful, intensive reading and to introduce students to the aesthetic values of the classical literary heritage of Western literature.

**ENG-L 102 Western World Masterpieces II (3 cr.)** Literary masterpieces from Shakespeare to the present. Introduces the student to the literature of the modern world and its aesthetic and philosophical values. May be taken before ENG-L 101.

**ENG-L 202 Literary Interpretation (3 cr.)** Close analysis of representative texts (poetry, drama, fiction) designed to develop the art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

**ENG-L 203 Introduction to Drama (3 cr.)** Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings will include plays from several ages and countries.

**ENG-L 204 Introduction to Fiction (3 cr.)** Representative works of fiction; structural techniques in the novel. Novels and stories from several ages and countries.

**ENG-L 205 Introduction to Poetry (3 cr.)** Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

**ENG-L 207 Women and Literature (3 cr.)** Issues and approaches to the critical study of women writers and their treatment in British and American literature.

**ENG-L 209 Topics in American Literature and Culture (3 cr.)** Selected works of American literature in relation to a single cultural problem or theme. Topics will vary from semester to semester.

**ENG-L 220 Introduction to Shakespeare (3 cr.)** Rapid reading of at least a dozen of Shakespeare's major plays and poems. May not be taken concurrently with ENG-L 313 or ENG-L 314.

**ENG-L 225 Introduction to World Masterpieces (3 cr.)** Representative masterpieces in all genres from world literature of any period.

**ENG-L 230 Science Fiction (3 cr.)** Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

**ENG-L 295 American Film Culture (3 cr.)** Film in relation to American culture and society. Topic varies. Works of literature may be used for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture.

**ENG-L 308 Elizabethan and 17th Century Drama (3 cr.)** English drama from Shakespeare's time to the closing of the theaters in 1642 and beyond.

**ENG-L 315 Major Plays of Shakespeare (3 cr.)** A close reading of a representative selection of Shakespeare's major plays.

**ENG-L 320 Restoration and Early Eighteenth-Century Literature (3 cr.)** Major poetry and prose with emphasis on Dryden, Swift, and Pope.

**ENG-L 327 Later Eighteenth-Century Literature (3 cr.)** Major poetry and prose 1730 & 1800 with emphasis on Johnson and Boswell.

**ENG-L 331 Studies in 19th Century British Literature (3 cr.)** British authors; groups of authors; genres and modes. Topic varies.

**ENG-L 332 Romantic Literature (3 cr.)** Major Romantic writers, with emphasis on two or more of the following: Blake, Wordsworth Coleridge, Byron, Shelley, and Keats.

**ENG-L 335 Victorian Literature (3 cr.)** Major poetry and prose, studied against social and intellectual background of the period.

**ENG-L 346 Twentieth-Century British Fiction (3 cr.)** Modern fiction and its techniques and experiments. Particular emphasis is on Joyce, Lawrence, and Woolf; some later novelists may be included.

**ENG-L 347 British Fiction to 1800 (3 cr.)** Forms, techniques, and theories of fiction as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne.

**ENG-L 348 Nineteenth-Century British Fiction (3 cr.)** Forms, techniques, and theories of fiction as exemplified by such writers as Scott, Dickens, Eliot, and Hardy.

**ENG-L 350 Early American Writing and Culture to 1800 (3 cr.)** Broad survey of American writers in Colonial, Revolutionary, and Republican periods.

**ENG-L 351 Critical and Historical Study of American Literature I (3 cr.)** American writers to 1865. Emerson,

Hawthorne, Melville, Whitman, and two or three additional major writers.

**ENG-L 352 Critical and Historical Study of American Literature II (3 cr.)** American writers 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

**ENG-L 354 American Literature Since 1914 (3 cr.)** American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers.

**ENG-L 355 American Fiction to 1900 (3 cr.)** Survey of representative nineteenth century American novels, with emphasis on works of Cooper, Hawthorne, Melville, Twain, James, and Dreiser.

**ENG-L 357 Twentieth-Century American Poetry (3 cr.)** American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell.

**ENG-L 358 Twentieth-Century American Fiction (3 cr.)** American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow.

**ENG-L 366 Modern Drama: English, Irish, American, and Post-Colonial (3 cr.)** Shaw, Synge, O'Neill, and other significant dramatists, such as Harold Pinter, Edward Albee, August Wilson, Athol Fugard, and Wole Soyinka.

**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 minority writers), and periods (such as American writers of the 1920s). Topics will vary from semester to semester. May be repeated once for credit.

**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.

**ENG-L 371 Critical Practices (3 cr.)** P: ENG-L 202. Study of and practice in critical methodologies; can be focused on specific topics; may be repeated once for credit by departmental permission.

**ENG-L 378 Studies in Women and Literature (3 cr.)** British and American authors such as George Eliot, Gertrude Stein; groups of authors such as the Brontë sisters, recent women poets; or genres and modes such as autobiography, film, and criticism. Topics will vary from semester to semester.

**ENG-L 379 American Ethnic and Minority Literature (3 cr.)** A survey of representative authors and of works of American ethnic and minority literature, with a primary focus on African-American, Hispanic, and American-Indian literature.

**ENG-L 381 Recent Writing (3 cr.)** Selected writers of contemporary significance. May include groups and movements such as black writers, poets of projective verse, new regionalist, para-journalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers; several recent novelists, poets, or critics;

or any combination of groups. May be repeated once for credit.

**ENG-L 383 Studies in British or Commonwealth Culture (3 cr.)** Study of a coherent period of British or Commonwealth culture (such as medieval, Elizabethan, or Victorian England, or modern Canada), with attention to the relations between literature, the other arts, and the intellectual milieu.

**ENG-L 388 Studies in Irish Literature and Culture (3 cr.)** An intensive classroom and on-site study of Irish culture and the literature it has produced.

**ENG-L 390 Children's Literature (3 cr.)** Historical and modern children's books and selections from books. Designed to assist future teachers, parents, or others in selecting the best in children's literature for each period of the child's life.

**ENG-L 391 Literature for Young Adults (3 cr.)** Study of books suitable for junior high and high school youths. Special stress on works of fiction dealing with contemporary problems; but also including modern classics, biography, science fiction, and other areas of interest to young adults.

**ENG-L 406 Topics in African-American Literature (3 cr.)** Focuses on a particular genre, time, and period. Topics may include 20th-century African-American women's novels, black male identity in African-American literature, or African-American autobiography. May be repeated once for credit with different focus.

**ENG-L 431 Topics in Literary Study (3 cr.)** Studies in individual authors, groups of authors, movements, themes, modes, or genres. Topic varies.

**ENG-L 433 Conversations with Shakespeare (3 cr.)** An interdisciplinary and intertextual study of Shakespeare's work and its influence to the present day. Students will compare Shakespeare texts with latter day novels, plays, poems, and films that allude to or incorporate some aspect of Shakespeare's art.

**ENG-L 450 Seminar: British and American Authors (3 cr.)** Intensive study of a major author or a school, or closely-related authors.

**ENG-L 460 Seminar: Literary Form, Mode, and Theme (3 cr.)** Study of texts written in several historical periods united by a common mode or form (narrative, romanticism, lyric, etc.), or by a common theme (Bildungsroman, the city and the country, the two cultures question, the uses of literacy, etc.).

**ENG-L 495 Individual Reading in English (1-3 cr.)**  
P: Consent of instructor and department chair. May be repeated once for credit.

**ENG-L 553 Studies in Literature (3 cr.)** Variable topics at the graduate level related to the study of literature.

**ENG-W 105 Composition Lab (0-1 cr.)** A composition lab in which students will practice writing skills taught in ENG-W 131.

**ENG-W 131 Elementary Composition I (3 cr.)** Offers instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written

assignments that require summary, synthesis, analysis, and argument.

**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, evaluation of evidence, and documentation. Introduces both MLA and APA documentation styles.

**ENG-W 202 English Grammar Review (1 cr.)** Provides basic understanding of grammatical terms and principles sufficient to enable students to edit their own prose with confidence. No prior knowledge of grammar is assumed or required.

**ENG-W 203 Creative Writing (3 cr.)** P: Sophomore standing and consent of the instructor in advance of registration. Exploratory course in imaginative writing: fiction, poetry, and drama.

**ENG-W 231 Professional Writing Skills (3 cr.)** P: ENG-W 131. This course helps students in any field develop writing skills appropriate for situations and tasks encountered in workplace and organizational settings. Course assignments and activities emphasize the role of professional writing and the importance of developing professional writing skills, emphasizing documents done in the world of work, such as letters, memos, reports, proposals, etc. Credit will not be given for both ENG-W 231 and ENG-W 321.

**ENG-W 301 Writing Fiction (3 cr.)** P: Consent of instructor. Writing workshop. May be repeated once for credit.

**ENG-W 311 Creative Nonfiction (3 cr.)** P: completion of 100-level writing requirements. Study and practice of the essay utilizing creative writing techniques. Genres such as memoir, personal essay, nature essay, segmented essay, critical essay, and literary journalism will be studied.

**ENG-W 321 Advanced Technical Writing (3 cr.)** P: ENG-W 131. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics. Credit will not be given for both ENG-W 231 and ENG-W 321.

**ENG-W 331 Business and Administrative Writing (3 cr.)** P: ENG-W 131 or ENG-W 231 or consent of instructor. Emphasizes principles of business writing, such as audience analysis and adaptation, design and readability of written documents, stylistic analysis and control, persuasion, communicating negative news, and the ethics of communication. The course focuses on writing documents, such as challenging business letters and memos, proposals, and performance appraisals.

**ENG-W 350 Advanced Expository Writing (3 cr.)** P: Completion of English composition requirement. Close examination of assumptions, choices, and techniques that go into a student's own writing and into the writing of others.

**ENG-W 365 Theories and Practices of Editing (3 cr.)** P: ENG-W 131. Students examine the workplace roles of editors while developing their own editing skills. Topics include editorial practices, style, grammar, ethics, and resources for editing.

**ENG-W 368 Research Materials and Methods (3 cr.)** P: ENG-W 131. Introduction to information sources and

research methods in English studies, textual studies, and digital humanities. Explores databases, concordances, bibliographies, archives, electronic text editing, text encoding and analysis, and other online and library sources. Emphasis on locating, analyzing, and evaluating relevant and credible sources as the basis for effective research.

**ENG-W 395 Individual Study of Writing (1-3 cr.) P:** Consent of instructor. Exercise in the study of written expression and communication in informative, persuasive, or imaginative writing. May be repeated once for credit.

**ENG-W 398 Internship in Writing (0-3 cr.) P:** Consent of instructor. Internship in the Writing Center, designated IU Kokomo offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

**ENG-W 400 Issues in Teaching Writing (3 cr.)** Focuses on the content of rhetoric and composition and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional principles that influence writing instruction, textbook selection, and curriculum development.

**ENG-W 411 Directed Writing (1-3 cr.)** Individualized project assigned by instructor consenting to direct it. Individual critical projects worked out with director. Credit varies with scope of project.

**ENG-L 498 Internship in English (0-3 cr.) P.** Major standing, minimum GPA of 3.0, 12 credit hours in English at 200 level or above (including ENG-L 202), prior arrangement with faculty member or editor. Supervised experience in various English department positions, in editing, or in approved work setting. May be repeated once for a maximum of 6 credit hours; only 3 credit hours may count toward the major.

**ENG-W 512 Topics in English Studies (1-3 cr.)** Examines areas within the discipline of English Studies: rhetoric, composition, linguistics, literacy, technology, and literature. Topics vary.

### Fine Arts

**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.

**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.

**FINA-A 200 Topics in Art History (3 cr.)** Various topics in the history of art will be offered depending upon instructors and their area of expertise. May be repeated with a different topic for a maximum of 6 credit hours.

**FINA-A 333 From Van Eyck to Vermeer (3 cr.)** CASE S&H R: FINA-A 101, FINA-A 102, or consent of instructor. Survey of major artists and themes in Netherlandish painting from the fifteenth to the seventeenth century.

**FINA-A 340 Topics in Modern Art (3 cr.)** Special topics in the history and study of nineteenth and twentieth-century European and American art. May be repeated with different topics for a maximum of 6 credits.

**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 graphic tools and media.\*

**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, and casting, using wood, plaster, styrofoam, clay, etc.\*

**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.\*

**FINA-N 198 Introduction to Photography (3 cr.)** Basic practice of camera operation, exposure calculation, mounting, and presentation. Guidance toward a personal photographic aesthetic. Introduction to both film and digital photography for non-majors. Requires a camera that meets instructor specifications.\*

**FINA-P 490 Topics in Studio Fine Arts (1-6 cr.)** In-depth projects and studies of special studio art topics closely related to existing areas of concentration. May be repeated.\*

**FINA-S 200 Drawing I (3 cr.)** Preliminary course for advancement in drawing stressing basic visual awareness; seeing, representing, and technical command on a two dimensional surface. Problems in handling placement, scale, space, volume, light, and formal articulation.\*

**FINA-S 230 Painting I (3 cr.) P:** FINA-F 100, FINA-F 102, or consent of the instructor. Preliminary course for advancement in painting. Exploration of the technical and visual aspects of color media. Emphasis on media command and structural problems in painting. Media: oil and acrylics.\*

**FINA-S 240 Basic Printmaking Media (3 cr.)** Introduction to printmaking. Emphasis on three basic media: intaglio, lithography, and silkscreen. Problems in pictorial composition and drawing. Study of the interrelationships of all graphic media.\*

**FINA-S 260 Ceramics I (3 cr.)** CASE A&H A limited introduction to hand-building, throwing, glaze mixing, and glaze application, including lectures on basic ceramic techniques. Critiques of student work.\*

**FINA-S 270 Sculpture I (3 cr.) P:** Foundation in basic technical and formal methods of traditional and contemporary sculpture. Use of tools and equipment for additive and subtractive techniques including wood construction, steel fabrication, clay modeling, plaster mold making and cold casting, and assemblage. Emphasis placed on technical execution, conceptualization, and creative problem solving.\*

**FINA-S 272 Studio in Objects, Time, and Space I (3 cr.)** Introduction to object making and sculptural theory in contemporary art. Explores visual and object-based outcomes for the use of sculpture in the modern world.\*

**FINA-S 280 Metalsmithing and Jewelry Design I**

**(3 cr.)** CASE A&H P: FINA-S 101, FINA-S 102, or consent of instructor. Introductory course for exploring metalworking and jewelry design as a serious form of creative expression. Focuses on the basic techniques of piercing of metals, soldering, sheet metal construction, surface embellishment, mechanical joining, wire forming and forging, stretching of sheet metals, and various metal finishing techniques.\*

**FINA-S 301 Drawing II (3 cr.)** P: FINA-S 200.

Intermediate course in drawing from the model and other sources. Emphasis on technical command of the media in conjunction with the development of a visual awareness. Continued problems in the articulation of space, scale, volume, value, and linear sensitivity. May be repeated once.\*

**FINA-S 331 Painting II (3 cr.)** P: FINA-S 230.

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.\*

**FINA-S 341 Printmaking II Intaglio (3 cr.)** Advanced

study with emphasis on intaglio. Problems in pictorial composition and drawing stressed.\*

**FINA-S 343 Printmaking II Lithography (3 cr.)** Advanced

study with emphasis on lithography. Problems in pictorial composition and drawing stressed.\*

**FINA-S 344 Printmaking II Silk Screen (3 cr.)** Advanced

study with emphasis on silkscreen. Problems in pictorial composition, color, and collage design strategies stressed.\*

**FINA-S 351 Graphic Design II (3 cr.)** P: FINA-S 250 or

NMCM-N 250. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.\*

**FINA-S 361 Ceramics II (3 cr.)** CASE A&H P: FINA-

S 260. Continued practice in forming and glazing, with emphasis on wheel throwing, surface decoration, and kiln firing techniques. Instruction through lectures, demonstrations, and critiques. May be repeated once.\*

**FINA-S 371 Sculpture II: Studio in Objects, Time, and**

**Space II (3 cr.)** Development of skills in both traditional and contemporary sculpture methodology. Rotating semester topics include figurative sculpture, casting, steel/wood construction, installation art, and ideas through the sculptural form and knowledge of materials and historical traditions. May be repeated once.\*

**FINA-S 381 Metalsmithing and Jewelry Design II (3 cr.)**

CASE A&H P: FINA-S 280. Extensive designing and model making for exploring forms and ideas in metal and mixed media, either as jewelry, hollowware objects, flatware, tea strainers and infusers, boxes, or small-scale sculpture. Focus on techniques of angle raising, repoussé and chasing, forging of flatware, stone setting, and lost-wax casting, jewelry mechanisms, hinge making, and patination of metals. May be repeated for a maximum of 6 credit hours.\*

**FINA-S 431 Painting III (3 cr.)** P: FINA-S 331. Advanced course in painting. Continuation of FINA-S 331. May be repeated for a total of 20 credit hours.\*

**FINA-S 445 Relief Print Media (1-3 cr.)** P: FINA-S 240 or

consent of instructor. Relief printmaking media: woodcut, linocut, monotype, and collograph. Students create prints in each medium in both black-and-white and color using a variety of traditional and innovative techniques such as photo and the computer. May be repeated for a total of 20 credit hours.\*

**FINA-S 471 Sculpture III (3 cr.)** P: FINA-S 270, FINA-

S 371. Advanced work in sculpture for qualified students working in the chosen materials. The course focuses on the development of ideas as manifest in sculptural form.\*

**FINA-S 472 Sculpture IV (3 cr.)** P: FINA-S 270, FINA-

S 371, FINA-S 471. Production of a body of work reflecting the student's specific interests. Students meet independently with professor and in group critiques to maintain a dialogue and provide technical advice.\*

**FINA-S 481 Metalsmithing and Jewelry Design**

**III (arr. cr.)** P: FINA-S 381. Improves and expands knowledge and skill in metalsmithing and jewelry design. Guidance toward developing a personal direction of creative expression, artistic aesthetic, and art philosophy. Advanced techniques include large-scale vessel forming from sheet metal, large-scale soldering, die forming, jewelry mechanisms, chain making, chasing and repoussé, enameling, stone cutting, PNP etching, and working with alternative materials. May be repeated for a total of 20 credit hours.\*

**FINA-T 320 Video Art (3 cr.)** Exploration of the medium of video as an aesthetic expression. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of video camera and digital editing procedures in conjunction with development of a visual sensitivity. Readings and a research project are required.\*

**FINA-U 200 Digital Art (3 cr.)** Introduction to digital art will cover a variety of digital means for the creation of art work and design work. Photoshop, Illustrator, Flash, Dreamweaver, and digital audio will be introduced and examined in projects designed to create a familiarity with the digital work flow, storage and output. This course is cross-listed with NMCM-N 200.\*

**FINA-U 301 Special Topics in Studio Art (1-3 cr.)**

Selected intermediate-level topics not ordinarily covered in other studio art courses. May be repeated once with a different topic for a maximum of 6 credit hours.

**FINA-U 400 Sources and Resources: Professional Skills in Fine Arts (1-3 cr.)** P: BFA major or advanced BA

studio art major. Focuses on both personal and cultural issues in aesthetics and on building professional skills for careers in art. Seminar format will be structured to foster individual growth and insight in understanding both conceptual and practical concerns of choosing to be an artist.\*

**FINA-U 401 Special Topics in Studio Art (1 cr.)**

Selected topics in studio art not ordinarily covered in other departmental courses. May be repeated once with a different topic.\*

**FINA-U 450 Independent Studio Projects (1 cr.)**

Individual studio projects under guidance of faculty member or committee. Does not fulfill a specific course requirement for a fine arts major.\*

**Folklore**

**FOLK-F 101 Introduction to Folklore (3 cr.)** A view of the main forms and varieties of folklore and folk expression in tales, ballads, myth, legends, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in human society.

**French**

**FREN-F 111 Elementary French I (4 cr.)** Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

**FREN-F 112 Elementary French II (3 cr.)** P: FREN-F111 or equivalent. Continuation of FREN-F111. Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

**FREN-F 203 Second Year French I (3 cr.)** P: FREN-F 112 or equivalent. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

**FREN-F 204 Second Year French II (3 cr.)** P: FREN-F 203 or equivalent. Continuation of FREN-F 203. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

**German**

**GER-G 111 Elementary German I (4 cr.)** Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

**GER-G 112 Elementary German II (4 cr.)** P: GER-G 111 or equivalent. Continuation of GER-G 111. Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

**GER-G 203 Second Year German I (3 cr.)** P: GER-G 112 or equivalent. Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

**GER-G 204 Second Year German II (3 cr.)** P: GER-G 203 or equivalent. Continuation of GER-G203 Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

**GER-G 306 Introduction to German Literature (3 cr.)** P: GER-G 204 or equivalent. Study of a single literary theme (such as music, generational conflict, love, revolution) as represented in two or more periods. Conducted in German.

**GER-G 363 Introduction to German Cultural History (3 cr.)** P: GER-G 204 or equivalent. A survey of the cultural history of German-speaking countries, with reference to its social, economic, and political context.

**Humanities**

**HUMA-U 101 Introduction to Humanities (3 cr.)** This course provides the student with multiple opportunities to

experience Shakespeare's 400-year-old classic drama. This class will feature a series of filmed performances of various actors playing Hamlet. Students will explore the playwright's use of verse through various drama and speech activities and will analyze and perform a soliloquy.

**HUMA-U 102 Introduction to Modern Humanities: The Live Performances (3 cr.)** This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

**HUMA-U 103 Introduction to Creative Arts (3 cr.)** An interdisciplinary course that brings together music, art, dance, theatre, cinema, and storytelling into a cohesive, comprehensive, and thematic study of the interrelationships of the fine arts.

**HUMA-U 305 Art and Music in the 20th Century (3 cr.)** This course will explore the similarities of artistic movements in the 20th century, starting with the Impressionism of Monet and Debussy through the Minimalism of Robert Morris and Philip Glass.

**Journalism**

**JOUR-C 200 Introduction to Mass Communications (3 cr.)** Survey of functions, responsibilities, and influence of various mass communications media. Directed toward the consumer and critic of mass media in modern society.

**JOUR-J 200 Writing for Mass Media (3 cr.)** P: ENG-W 131. Working seminar stressing principles of writing for mass media. Emphasis on development of story ideas, information gathering, organization, and effective presentation of material for various news media; print and electronic. Basics of computer proficiency introduced.

**Music**

**MUS-M 174 Appreciation of Music I (3 cr.)** How to listen to music, art of music and its materials, instrument and musical forms.

**MUS-T 109 Rudiments of Music (3 cr.)** Entry level class for students interested in how music works. The class deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored.

**MUS-U 110 Special Topics in Music (2 cr.)** Various topics from semester to semester.

**MUS-X 001 Ensemble Singing - The IU Kokomo Singers (2 cr.)** This course may be taken for up to 8 credit hours of elective credit toward an arts and sciences degree.

**MUS-X 004 Ensemble Lab (1 cr.)** Audition required. Student must register for MUS-X 001, IUK Singers. This course will focus on vocal proficiency, pronunciation and performance style. May be repeated twice for credit.

**MUS-X 040 Instrumental Ensemble: Band (1-2 cr.)** This course may be taken for up to 8 credit hours with different topics. Topics currently in use: Band (2 cr.) and Handbells (1 cr.).

**MUS-X 070 University Choral Ensemble (2 cr.)** Course requires an audition.

**MUS-Z 111 Introduction to Music Theory (3 cr.)** A study of fundamentals of the language and notation of music: listening, music reading and writing, and the elements of music as used in a variety of genres and historical periods. Open to non-music majors and students in the School of Music interested in a general background in music.

**MUS-Z 201 History of Rock 'n' Roll Music (3 cr.)** A history and appreciation of rock's classic era. The course begins with the 1964 British Invasion, which signaled the arrival of rock's second generation. Examines the major musical figures and social issues (civil rights struggle, the war in Vietnam) of the 1960s.

**MUS-Z 301 Rock Music in the 70s and 80s (3 cr.)** A lecture-oriented course that covers the history of rock 'n' roll in the 1970s and 1980s. The post-Sgt. Pepper "splintering" of rock and ensuing style changes are highlighted.

**MUS-Z 315 Music for Film (3 cr.)** P: CMLT-C 190, Introduction to Film. A stylistic and analytic survey of music for moving pictures, concentrating on American and English narrative films.

**MUS-Z 373 The American Musical: Context and Development (3 cr.)** The origins of the American Musical: its societal impact and its development from vaudeville and European operetta to the rock musicals of today.

**MUS-Z 393 History of Jazz (3 cr.)** Periods, major performers and composers, trends, influences, stylistic features, and related materials. For non-music majors only.

### **New Media Communication**

**NMCM-N 200 Digital Art (3 cr.)** Introduction to digital art will cover a variety of digital means for the creation of art work and design work. Photoshop, Illustrator, Flash, Dreamweaver, and digital audio will be introduced and examined in projects designed to create a familiarity with the digital work flow, storage and output. This course is cross-listed with FINA-U 200.\*

**NMCM-N 201 Introduction to New Media Communication (3 cr.)** P: ENG-W 131. This course is an introduction to New Media Communication. Through readings and projects, students learn basic principles of web sites and other online communication, focusing on creating content, developing designs, and producing graphics. Particular attention is paid to learning web site creation and management software.\*

**NMCM-N 210 Visual Communication (3 cr.)** P: ENG W-131. This course looks at the visual aspects of print and electronic communication. It deals with issues of page design, visuals and other graphics, from practical, historical, and theoretical perspectives. Students will produce visual designs, including flyers and brochures.\*

**NMCM-N 213 Web Site Design and Development (3 cr.)** This course introduces web site design and development covering high level concerns along with hands-on activities. Topics range from infrastructure and page design to XHTML and Javascript.\*

**NMCM-N 215 Studio in Digital Media I (3 cr.)** Introductory work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.\*

**NMCM-N 220 Introduction to Business Website Design (3 cr.)** Focuses on the design and creation of websites for small businesses and nonprofit organizations. Still will be able to make their own basic business and nonprofit websites. No prior website creation experience is needed. Primarily intended for non-majors.

**NMCM-N 231 Introduction to Video Game Design (3 cr.)** Introduces video game design, including game concept, scripting, and development.\*

**NMCM-N 245 Introduction to Website Design Principles and Practices (3 cr.)** P: INFO-I 213, NMCM-N 213 or permission from the instructor. Teaches basic principles of web design and gives students practice creating sites using these principles and common website creation tools. Students will become comfortable using professional tools to create websites.\*

**NMCM-N 250 Graphic Design I (3 cr.)** Emphasis on visual communication through the perceptive use of line, form, and color. Elementary study of letter forms and typography. Introduction to basic tools, drawing disciplines of graphic design, and computer graphics.\*

**NMCM-N 255 History of Graphic Design (3 cr.)** Explore how the technologies used in graphic design have evolved as well as consequences of those changes for designers.

**NMCM-N 260 Video Production Practicum (3 cr.)** Students will receive hands-on instruction in a production lab setting. Gain experience in field and studio camera operation. Camera techniques, video editing, and related production software.\*

**NMCM-N 261 ActionScript 3 Programming (3 cr.)** Introduction to Action Script programming for Flash. Students will use technology to create artwork, design, games, databases interfaces, web interfaces, and others. Basic skills for further study of JAVA, Objective C, C++, and others.\*

**NMCM-N 262 Intro to Web Scripting (3 cr.)** This course introduces students to fundamental programming concepts and techniques. Students will develop a solid foundation that can be used to learn other programming languages. Using the JavaScript programming language as a basis for instruction, this course focuses on client-side Web programming and teaches students how to create highly dynamic and interactive Web pages.\*

**NMCM-N 281 Honors Study in Beginning New Media Communication (1-3 cr.)** P: consent of the instructor. For outstanding students, in place of a 200-level course in New Media Communication. Meets concurrently with course it replaces. May be repeated once with a different course.

**NMCM-N 298 Intermediate Photography (3 cr.)** This course uses more advance photography techniques including compositional strategies for shooting individuals and groups of people, lighting techniques using natural and off-camera strobe light and editing workflow using the latest versions of Lightroom and Photoshop. Special

attention will also be paid to journalism or documentary photography.

**NMCM-N 301 Advanced Web Layout and Design (3 cr.)**

P: NMCM-N 201 and either NMCM-N 213 or INFO-I 213, or consent of instructor. Focuses on using advanced CSS techniques and advanced features of web design software (such as Dreamweaver) to produce attractive, professional-level websites.\*

**NMCM-N 310 Advanced Visual Design (3 cr.)**

P: NMCM-N 200 and NMCM-N 210 or consent of instructor. Focuses on learning and applying advanced principles of various aspects of visual design, including typography, layout (including grid theory), color, and theme. Students learn to produce professional quality brochures, advertisements, flyers, posters, logos, and other visual designs.\*

**NMCM-N 311 Evolution of New Media Communication (3 cr.)**

P: ENG-W 131. This course examines how new media communication has evolved throughout history, examining the impact of the development of various media on society, ranging from the invention of writing to the development of a computer networked society. Students will develop a critical understanding of media of the past, present, and future.\*

**NMCM-N 312 Digital Illustration (3 cr.)** Course explores basic development of digital illustrations for use in graphic design.\*

**NMCM-N 315 Web Usability and Information**

**Architecture (3 cr.)** P: ENG-W 131. This course covers designing professional web sites. It focuses on learning principles to make web sites both well-structured and usable. Activities include web site analysis, design, and usability testing.\*

**NMCM-N 320 Video Production (3 cr.)** Exploration of the medium of video as an aesthetic expression. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of video camera and digital editing procedures in conjunction with development of a visual sensitivity. Readings and a research project are required.\*

**NMCM-N 330 Studio in Digital Media II (3 cr.)**

Intermediate work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.\*

**NMCM-N 345 Intermedia Website Design Principles**

**and Practice (3 cr.)** P: NMCM-N 245 or permission of instructor. Teaches intermediate principles of web design and gives students practice creating sites using these principles and common website creation tools. Students should learn to produce professional-quality websites.\*

**NMCM-N 351 Cyberculture and Community (3 cr.)**

The rise of new media communication technology has altered stretches of our social landscape. This course explores how emerging technologies form new types of social networks while also changing the rules of communication in existing social units.\*

**NMCM-N 360 Adv. Video Prod Prac (3 cr.)**

Students will take a leadership role in the video production process and coordinate the development of a program. They will also gain additional video production experience.\*

**NMCM-N 361 Graphic Design II (3 cr.)** P: NMCM-N 250. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.\*

**NMCM-N 362 Server-side Web Programming Using**

**PHP (3 cr.)** This course discusses server-side Web programming using the PHP programming language. Through a detailed discussion of PHP programming fundamentals, students will develop a comprehensive understanding of the server-side aspects of developing interactive Web applications using the PHP programming language. This course also offers an introductory overview of interfacing web applications with relational databases. Students are expected to develop real-world server-side Web applications with MySQL database connectivity.\*

**NMCM-N 365 Type in Motion (3 cr.)**

Learn to create motion typography for traditional domains, such as movies & television, along with interactive interfaces such as web sites & information kiosks.\*

**NMCM-N 370 Animation For Integrated Media (3 cr.)**

Images and animation converge to develop an animated sequence. Using text, graphics and sound, students will create animation and visualizations. Photoshop and Illustrator plus Flash will be used in addition to traditional methods for creating animations.\*

**NMCM-N 371 Identity Design & Branding (3 cr.)**

Teaches how to create a visual identity that communicates the essential qualities desired by the particular business.\*

**NMCM-N 372 Graphic Design Prod & Prac (3 cr.)**

This course focuses on the interaction graphic designers have with clients & printers. professional graphic design skills.\*

**NMCM-N 381 Honors Study in Intermediate New Media**

**Communication (1-3 cr.)** P: consent of the instructor. For outstanding students, in place of a 300-level course in New Media Communication. Meets concurrently with course it replaces. May be repeated once with a different course.\*

**NMCM-N 391 Seminar (1-8 cr.)**

P: consent of the instructor. Topics announced in prior semester. Oriented toward current topics in new media communication; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours.

**NMCM-N 395 Independent Study in New Media**

**Communication (1-3 cr.)** P: consent of the Instructor and Department Chair. May be repeated once for credit.

**NMCM-N 398 Internship in New Media Communication**

**(1-6 cr.)** P: Consent of the instructor. Internship focusing on producing and managing new media communication projects. Apply during semester prior to desired internship. Must represent a minimum of 45 hours of experience per credit hour. May be repeated once for credit, but no more than 6 credits total may be earned.

**NMCM-N 401 Senior Seminar (1-3 cr.)**

P: Junior or Senior Status or approval of instructor. Senior experience for New Media Communication students. Meets concurrently with ENG-L 495 and SPCH-C 398.

**NMCM-N 410 Publication & Editorial Design (3 cr.)**

Despite the rise of the Internet, downloadable .PDF

and .ps files, the eBook and microfilm, the basic book of ink and paper is still the main conveyor of written information in the 21st century. It is important for a designer's success to have a basic understanding of the structure of a book and the various problems encountered when designing one.\*

**NMCM-N 411 New Media Communication Theory (3 cr.)** P: ENG-W 131. This course examines various theories of new media communication and its effects on the world. Theories of design, criticism and computer-mediated communication will be explored. After taking this course, students should be able to critique new media and their societal effects.

**NMCM-N 445 Advanced Website Design Principles and Practice (3 cr.)** : NMCM-N 345 or permission of instructor. Teaches advanced principles of web design and gives students practice creating sites using these principles and common website creation tools. Students will produce high-quality, professional level website.\*

**NMCM-N 481 Honors Study in Advanced New Media Communication (1-3 cr.)** P: consent of the instructor. For outstanding students, in place of a 400-level course in New Media Communication. Meets concurrently with course it replaces. May be repeated once with a different course.

### Philosophy

**PHIL-P 100 Introduction to Philosophy (3 cr.)** Perennial problems of philosophy, including problems in ethics, in epistemology and metaphysics, and in the philosophy of religion. Readings in selected writings of philosophers from Plato to the present.

**PHIL-P 105 Critical Thinking (3 cr.)** Basic rules of correct reasoning; roles of definitions and language in thinking; roles of observation, hypothesis and theory in knowledge and basic techniques for gather information, testing and evaluating arguments for truth and problem solving.

**PHIL-P 140 Elementary 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).

**PHIL-P 145 Introduction to Social and Political Philosophy (3 cr.)** Fundamental problems of social and political philosophy: the nature of the state, political obligation, freedom and liberty, quality, justice, rights, social change, revolution, and community. Readings from classical and contemporary sources.

**PHIL-P 150 Elementary Logic (3 cr.)** Development of critical tools for the evaluation of arguments.

**PHIL-P 242 Applied Ethics (3 cr.)** Application of moral theory to a variety of personal, social, and political contexts, such as world hunger, nuclear weapons, social justice, life and death decisions, and problems in medical ethics.

**PHIL-P 304 Nineteenth-Century Philosophy (3 cr.)** Selected survey of post-Kantian philosophy, including Hegel, Marx, Kierkegaard, and Mill.

**PHIL-P 311 Environmental Ethics (3 cr.)** Selective survey of philosophical problems concerning environmental ethics. Topics may include defining

environment, different approaches to the study of environmental ethics, determining the value of environment, issues of preservation and sustainability and the relationship between human social issues and environmental values.

**PHIL-P 335 Phenomenology and Existentialism (3 cr.)** P: 3 credit hours of philosophy. Selective survey of central themes in nineteenth- and twentieth- century phenomenology and existentialism. Readings from some or all of Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Beauvoir, and Sartre.

**PHIL-P 342 Problems in Ethics (3 cr.)** May concentrate on a single large problem, e.g., whether utilitarianism is an adequate ethical theory, or several more or less independent problems, e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgments.

**PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)** Problems of contemporary relevance: civil disobedience, participatory democracy, conscience and authority, law and morality.

**PHIL-P 346 Classics in Philosophy of Art (3 cr.)** P: 3 cr. of Philosophy. Readings from Plato and Aristotle to Nietzsche and Dewey. Topics include the definition of art, the nature of beauty, and art and society.

**PHIL-P 360 Introduction to Philosophy of Mind (3 cr.)** Selected topics from among the following: the nature of mental phenomena (e.g., thinking, volition, perception, emotion); the mind-body problem (e.g., dualism, behaviorism, functionalism); connections to cognitive science issues in psychology, linguistics, and artificial intelligence; computational theories of mind.

**PHIL-P 371 Philosophy of Religion (3 cr.)** Topics include the nature of religion, religious experience, the status of claims of religious knowledge, the nature and existence of God.

**PHIL-P 375 Philosophy of Law (3 cr.)** Selective survey of philosophical problems concerning law and the legal system. Topics include nature and validity of law, morality and law, legal obligation, judicial decision, rights, justice, responsibility, and punishment.

**PHIL-P 383 Topics in Philosophy (3 cr.)** An advanced study of special, experimental, or timely topics drawn from the full range of philosophical discussion and designed to pursue interests unmet in the regular curriculum.

### Religion

**REL-R 152 Introduction to Religions of the West (3 cr.)** Origins, development, institutions, beliefs, and current status.

**REL-R 153 Introduction to Religions of the East (3 cr.)** Human ideas and value systems in the religions of India, China, and Japan.

**REL-R 212 Comparative Religions (3 cr.)** Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions.

**REL-R 233 Introduction to the Hebrew Bible (Old Testament) (3 cr.)** A critical examination of the literary, political, cultural, and religious history of Israel from the

period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible.

**REL-R 243 Introduction to the New Testament (3 cr.)**

An examination of the history, culture, and literature of the New Testament period, with special emphasis on the emergence of early Christian beliefs.

**Spanish**

**SPAN-S 111 Elementary Spanish I (4 cr.)** Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

**SPAN-S 112 Elementary Spanish II (4 cr.)** P: SPAN S111 or equivalent. Continuation of SPAN S111. Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

**SPAN-S 160 Spanish for Health Care Personnel (3 cr.)** This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

**SPAN-S 203 Second-Year Spanish I (3 cr.)** P: SPAN-S 112 or equivalent. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings.

**SPAN-S 204 Second-Year Spanish II (3 cr.)** P: SPAN-S 203 or equivalent. Continuation of SPAN S203. Discussions in Spanish of contemporary Spanish literature. Practice in composition both semesters.

**SPAN-S 275 Hispanic Culture and Conversation (3 cr.)** Practice of language skills through reading and discussion of Hispanic culture. Discusses facets of popular culture, diversity of the Spanish speaking world, and themes of social and political importance. Prior knowledge of Spanish not required.

**SPAN-S 311 Spanish Grammar (3 cr.)** P: SPAN-S 204 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 controlled compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class.

**SPAN-S 312 Written Composition in Spanish (3 cr.)** P: SPAN-S 204 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.

**SPAN-S 317 Spanish Conversation and Diction (3 cr.)** P: SPAN-S 204 or equivalent. Practice of conversation in Spanish with emphasis on pronunciation, vocabulary development, and fluency.

**SPAN-S 325 Spanish for Teachers (3-4 cr.)**

**SPAN-S 360 Introduction to Hispanic Literature (3 cr.)** Study of literature in Spanish.

**Speech**

**SPCH-C 205 Introduction to Oral Interpretation (3 cr.)** Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs. Lecture and recitation.

**SPCH-C 281 Topics in Nonverbal Communication (1-3 cr.)** Explores the basic theories of nonverbal behavior and experientially focuses on the ways in which nonverbal codes combine and interact to satisfy important communication functions. May be repeated under different topics up to a total of 6 credit hours.

**SPCH-C 300 Practicum (0-8 cr.)** Practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the department. Must represent a minimum of 40 hours of practical experience per credit hour. A student shall take no more than a total of 9 credit hours of SPCH-C 300 and SPCH-S 398.

**SPCH-C 305 Advanced Oral Interpretation (3 cr.)** Continuation of SPCH-C 205.

**SPCH-C 310 Rhetoric and Public Address (3 cr.)** P: SPCH-S 121 or equivalent. Development of theory of oral discourse; the influence of public address; historical and current problems in rhetoric of conflict, in freedom of speech, and in propaganda and persuasion. Lectures and oral reports.

**SPCH-C 321 Persuasion (3 cr.)** P: SPCH-S 121 or equivalent. Motivational appeals in influencing behavior, psychological factors in speaker-audience relationship, principles and practice of persuasive speaking. Lecture and recitation.

**SPCH-C 325 Interviewing Principles and Practices (3 cr.)** P: SPCH-S 121 or equivalent. Study and practice of methods used in business and industrial interviews, emphasis on the logical and psychological bases for the exchange of information-attitudes. Lecture and recitation.

**SPCH-C 330 Diffusion of Innovations (3 cr.)** This course will explore the process by which disruptive technologies become adopted within cultures. Three major themes will be explored: development of innovations, manner in which innovations become adopted, and the consequences of innovations on individuals, organizations, and cultures.

**SPCH-C 380 Organizational Communication (3 cr.)** The application of communication theory and research to the study of communication within the formal organization. Communication behavior is examined in a variety of organizational settings: interpersonal, small group, and inter-organizational units.

**SPCH-C 391 Topics Course (1-8 cr.)** Current topics in use include: **Seminar** (1-3 cr.) P: consent of instructor. Topic announced in prior semester; oriented to current topics in communication and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours. Topics currently in use are: **Public Relations Campaigns** (1-3 cr.) This course teaches students public relations theories,

methods, and practice. Working in teams, students design and place three media messages for community-based public relations clients; **Organizational Training and Development (3 cr.)** Provides experience in the design, development, presentation, and evaluation of instructional communication training programs.

**SPCH-C 393 Communication Research Methods (3 cr.)**

P: ENG-W 131 This course explores major research methods used by communication scholars, including experimental research, survey research, textual analysis, and ethnography. Students learn how to interpret, evaluate and propose research.

**SPCH-C 437 Creative Dramatics (3 cr.)** Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of stimulating the child to imaginative creation of drama with the materials of poetry, stories, choral readings, and music.

**SPCH-C 444 Political Communication (3 cr.)**

Examination of communication in political campaigns and social movements. Campaign topics include speech-making, advertising, news coverage, and debates. Case studies in social movements, including anti-war, civil rights, feminism, and others.

**SPCH-S 121 Public Speaking (3 cr.)** Theory and practice of public speaking; training in thought processes necessary to organize speech content, personality, components of effective delivery, and language.

**SPCH-S 122 Interpersonal Communication (3 cr.)**

Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes, in dyads and small groups.

**SPCH-S 130 Public Speaking, Honors (3 cr.)** For outstanding students, in place of SPCH-S 121.

**SPCH-S 201 Communicating in Public (3 cr.)** R: SPCH-S 121. Theory and advanced practice of public speaking. Designed primarily for, but not limited to, majors in communication-related fields.

**SPCH-S 205 Introduction to Speech Communication (3 cr.)** Overview of the theories and principles of effective communication in interpersonal, group, organizational, and public settings.

**SPCH-S 223 Business and Professional Speaking (3 cr.)** P: SPCH-S 121. Preparation and presentation of types of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedures.

**SPCH-S 229 Discussion and Group Methods (3 cr.)**

Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

**SPCH-S 233 Introduction to Public Relations (3 cr.)**

A survey of the historical antecedents and contemporary practice of public relations in the U.S. Emphasis is on the nature of day-to-day tasks and the communication responsibility of public relations practitioners in a variety of professional settings.

**SPCH-S 301 Rhetoric and Society (3 cr.)** This course examines the impact of verbal and nonverbal symbol systems on communities and cultures. Students explore

the way in which meaning is created, maintained, affirmed or altered across time and periods of social change. Although the topic and focus of the class varies from semester to semester, this course emphasizes the process by which communication systems may transform users or be transformed by users over time.

**SPCH-S 322 Advanced Interpersonal Communication (3 cr.)**

P: SPCH-S 122. 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.

**SPCH-S 323 Speech Composition (3 cr.)**

R: SPCH-S 121 and either SPCH-S 223 or SPCH-S 229. Advanced speechwriting; theories of style, written and spoken language; logical proofs; and emotional and ethical appeals. Practice in composition and delivery.

**SPCH-S 333 Public Relations (3 cr.)**

Principles of contemporary public relations, including ethics of public relations; impact on society; and uses by government, business, and social institutions for international and external communication. Public relations as a problem solving process utilizing theoretical and application strategies.

**SPCH-S 336 Current Topics in Communication (3 cr.)**

Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

**SPCH-S 398 Independent Study in Speech**

**Communication (1-6 cr.)** P: junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated up to a total of 6 credit hours.

**SPCH-S 427 Cross-Cultural Communication (3 cr.)**

A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

**SPCH-S 440 Organizational Communication (3 cr.)**

Examination of internal and external communication in business and other professional organizations, with emphasis on theory, techniques, practices, goals, and the social environment in which such communication exists.

**Telecommunications**

**TEL-R 309 Television Production (3 cr.)** Introduction to the production process in the studio and in the field.

**TEL-R 407 Field Television Production (3 cr.)**

P: TEL-R 309 and consent of instructor. Planning, writing, producing, and editing program inserts and segments for television using portable video equipment.

**TEL-R 424 Advanced Production Workshop (3 cr.)**

P: TEL-R 407 or TEL-R 409 or consent of instructor. Advanced production techniques in a specialized area. The topics will cover advanced theory and concepts that build upon lower-level video production courses. May be repeated once with different topic.

**TEL-T 283 Introduction to Production Techniques and Practices (3 cr.)**

Introduction to audio, field, and studio production bridges the theoretical and practical aspects of production through written hands-on exercises.

**TEL-T 337 Video Field Production (3 cr.)** P: TEL-T 283 or TEL-R 309. Advanced course in video production. Students will apply their knowledge of visual aesthetics, production, and communication to produce a corporate video campaign.

### Theatre

**THTR-C 130 Introduction to Theatre (3 cr.)** An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form; elements of dramatic construction.

**THTR-C 300 Practicum (1–8 cr.)** Practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the department. Must represent a minimum of 45 hours of practical experience per credit hour.

**THTR-C 437 Creative Dramatics (3 cr.)** Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of simulating the child to imaginative creation of drama with the materials of poetry, stories, choral reading, and more.

**THTR-T 120 Acting I (3 cr.)** Introduction to theories, methodology and skills; body movement, voice and diction, observations, concentration, imagination. Emphasis on improvisation exercises.

**THTR-T 149 Introductory Speech and Theatre Practicum (1-2 cr.)** Introductory directed projects in speech and theatre.

**THTR-T 220 Acting II (3 cr.)** P: THTR-T 120 or consent of instructor. Textual analysis and techniques of communicating with body and voice. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas.

**THTR-T 226 Readers Theatre I (3 cr.)** Exploration of theory and techniques, Practical experience materials; fiction and nonfiction, poetry, prose, dramatic dialogue.

**THTR-T 236 Readers Theatre I (3 cr.)** Exploration of theory and techniques. Practical experience with a variety of materials: fiction and nonfiction, poetry, prose, dramatic dialogue.

**THTR-T 245 Living Theatre (1-2 cr.)** Attendance at eight selected productions in the community during the semester, lecture and discussion of each production, short written analyses, and term paper. No withdrawal permitted after second week of class. For 1 credit hour: attend lectures and productions. For 2 credit hours: complete course as described. May be repeated for a maximum of 4 credit hours.

**THTR-T 320 Acting III (3 cr.)** P: THTR-T 220 and audition. Character analysis and use of language on stage. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas. Lecture and laboratory.

**THTR-T 336 Readers Theatre II (3 cr.)** Continued practice in Readers Theatre. Development of one or more productions.

**THTR-T 345 Theatre for Children (3 cr.)** Purposes, principles, and problems of staging plays for children.

**THTR-T 349 Speech and Theatre Practicum (1-2 cr.)** Directed projects in speaker's bureau, rhetorical research, theatre practice, and other projects connected with production and events in process. Project plans, report, and term paper required. May be repeated for a maximum of 9 credit hours.

### Certificate in Spanish

Students can earn a certificate in Spanish by completing the Humanities and Social Sciences requirement of two years of SPanish and either S275, Hispanic Culture and Conversation. or S325, Oral Spanish for Teachers, plus one additional course at the 300-or-400 level.

## Sociology, History, and Political Science

**Chair:** Nancy Greenwood

**Professors:** Aniskiewicz, Greenwood, McGovern

**Associate Professors:** Bradley

**Assistant Professors:** Heath, McFarland, Weller

### Mission

The overall mission of the Sociology, History, and Political Science is to offer high quality degree programs to our students. We seek to make educational opportunities available to a diverse student population by offering content-rich and pedagogically solid courses. The department is also dedicated to offering out-of-classroom learning opportunities by encouraging participation in discipline-specific clubs, interdisciplinary programs, meetings of professional organizations, field trips, seminars and conferences/ workshops. We promote academic excellence by encouraging qualified students to take advantage of opportunities afforded by the IU Kokomo Honors program and by offering opportunities to engage in independent study, research projects, internships, and practica. The department helps students to prepare for careers and post-graduate education.

Anthropology

History

Political Science

Sociology

Social Work

Social and Human Services

Law

### Degree Requirements

General Education requirements for the all Humanities & Social Science degrees are found in the School of Humanities and Social Science section earlier in the bulletin.

### Majors/Minors

#### Bachelors Degrees

- Bachelor of Arts in History/Political Science
- Bachelor of Arts in Sociology
- Bachelor of Science in Sociology

#### Minors

- History

- Political Science
- Sociology

### Courses

- Undergraduate Courses

### Bachelor of Arts in Sociology

The Bachelor of Arts degree in sociology provides students with a broad exposure to the theories, methods, and substantive areas of the discipline. The program provides training in social theory, research skills, and specialized course work that prepares students for a variety of careers within human and social services. The B.A. degree also serves as a foundation for graduate work in sociology as well as in other professional fields such as social work, public administration, law, and business. Students may select a traditional or applied sociology/human services track within this degree. Specialty concentrations in "Children and Families" and/or "Crime and Society" may also be selected within the sociology electives needed for this degree. It is strongly recommended that students selecting a major or a minor in sociology complete SOC-S 252, Methods of Sociological Research, at the earliest possible opportunity before taking advanced upper level courses in sociology

### Requirements for the Traditional Track within the B.A. in Sociology (BA-T):

1. See "Degree Requirements" section under "Humanities and Social Sciences."
2. Sociology Major (BA-T) - Students must complete a minimum of 30 credit hours in sociology with a grade of C or higher in each course. The following 15 credit hours of courses are required:
  - SOC-S 100 Introduction to Sociology (3 cr.) (counts for general education\*)
  - SOC-S 252 Methods of Sociological Research (3 cr.)
  - SOC-S 340 Social Theory (3 cr.)
  - SOC-S 470 Senior Seminar (3 cr.)
  - PSY-K 300 Statistical Techniques (3 cr.)
  - SOC-S 494 Field Experience in Sociology or SOC-S 495 Individual Readings in Sociology

\*Please note that SOC-S 100 applies to the general education core but must also be taken for the major.

3. Sociology Electives for BA-T - In addition to the courses listed in requirement 2, students must complete a minimum of 15 additional credit hours in sociology, to be selected from the following list:
  - SOC-S 302 Organizational Life (3 cr.)
  - SOC-S 314 Social Aspects of Health and Medicine (3 cr.)
  - SOC-S 315 Work and Occupations (3 cr.)
  - SOC-S 316 The Family (3 cr.)
  - SOC-S 317 Inequality (3 cr.)
  - SOC-S 325 Criminology (3 cr.)
  - SOC-S 328 Juvenile Delinquency (3 cr.)
  - SOC-S 331 Sociology of Aging (3 cr.)
  - SOC-S 335 Race and Ethnic Relations (3 cr.)
  - SOC-S 338 Gender Roles (3 cr.)
  - SOC-S 344 Sociology of Childhood (3 cr.)

- SOC-S 360 Topics in Social Policy: Drugs and Society (3 cr.)
  - SOC-S 360 Topics in Social Policy: Family Violence\*\* (3 cr.)
  - SOC-S 361 Cities and Suburbs (3 cr.)
  - SOC-S 363 Sociology of Development (3 cr.)
  - SOC-S 375 Issues in Social Services Agencies (3 cr.)\*\*\*
  - SOC-S 411 Sociology of Power (3 cr.)
  - SOC-S 419 Social Movements and Collective Action (3 cr.)
  - SOC-S 420 Topics in Deviance (3 cr.)
  - SOC-S 431 Topics in Social Psychology (3 cr.)
  - SOC-S 494 Field Experience in Sociology (3 cr.)
  - SOC-S 495 Individual Readings in Sociology (cr. arr.)
4. Optional Specialty Concentrations within a Sociology Degree - these tracks can be taken with either a B S or a B.A. and within either the Traditional track or Applied Sociology/Human Services track

**Children and Families Concentration (12 cr.)** (Any of the following five courses or 12.0 credit hours)

SOC-S 316 Family

SOC-S 331 Aging

SOC-S 338 Gender

SOC-S 344 Sociology of Childhood

SOC-S 360 Topics in Social Policy: Family Violence

**Crime & Society Concentration (12.0 cr.)** Students will complete two of the following courses:

SOC-S 325 Criminology

SOC-S 328 Juvenile Delinquency

SOC-S 420 Topics in Deviance: White Collar Crime/Organized Crime

And Students will complete two of the following courses:

SOC-S 360 Topics in Social Policy: Family Violence

SOC-S 360 Topics in Social Policy: Drugs and Society

HIST-A 375 Crime and Punishment in U.S. History

One CJHS or PAHM course as approved by sociology faculty such as CJHS-J 331 Corrections or PAHM-V 376 Law and Public Policy

\*Please note that along with SOC-S 100 or SOC-S 101, SOC-S 252 will be a prerequisite for all upper level sociology courses totaling 6.0 credit hours prerequisite. Some courses also have other additional prerequisites. \*\*These courses have 9.0 credit hours as prerequisite (SOC-S 100 or SOC-S 101, SOC-S 252, and SOC-S 316 family)\*\*\***SOC-S 375** strongly recommended for the Applied Sociology/Human Services Track. \*\*\*\*Also please note that courses taken in Public Management and Health Administration (PMHA) are counted as non-Humanities and Social Sciences but will still count toward the major.

**Requirements for the Applied Sociology/Human Services Track within the B.A. in Sociology (BA-AS/HS)**

1. See "Degree Requirements" section under "Humanities and Social Sciences."
2. Sociology Major (BA-AS/HS) - Students must complete a minimum of 30 credit hours in sociology with a grade of C or higher in each course. The following 18 credit hours of courses are required:
  - SOC-S 100 Introduction to Sociology (counts for general education)
  - SWK-S 141 Introduction to Social Work or HUMS 101 from Ivy Tech
  - SOC-S 252 Research Methods
  - PSY-K 300 Statistics
  - SOC-S 340 Social Theory
  - SOC-S 497 Field Experience in Human /Social Services
  - SOC-S 471 Senior Seminar in Applied Sociology/ Human Services

Please note that SOC-S 100 applies to general education core but must be taken for the major

3. Sociology Elective Courses in the Applied Sociology/ Human Services Track (BA - AS/HS) (4 courses or 12 credit hours from the list below.)
  - SOC-S 302 Organizational Life
  - SOC-S 314 Social Aspects of Health and Medicine
  - SOC-S 315 Work and Occupations
  - SOC-S 316 Family
  - SOC-S 317 Inequality
  - SOC-S 325 Juvenile Delinquency
  - SOC-S 328 Criminology
  - SOC-S 331 Aging
  - SOC-S 344 Sociology of Childhood \*\*
  - SOC-S 335 Race and Ethnic Relations
  - SOC-S 338 Gender Roles
  - SOC-S 360 Topics in Social Policy: Drugs and Society
  - SOC-S 360 Topics in Social Policy: Family Violence\*\*
  - SOC-S 360 Topics in Social Policy: Drugs and Society
  - SOC-S 375 Issues in Human & Social Service Policy\*\*\*
  - SOC-S 419 Social Movements and Collective Action
  - SOC-S 420 Topics in Deviance: White Collar Crime/ Organized Crime

Up to two courses (6 credit hours) of the above 15 credit hours may be selected from Interdisciplinary Electives for AS/HS Track from the following courses from the approved list of upper level courses from other disciplines. Those approved interdisciplinary elective courses include the following:

- PSY-P 303 Health Psychology
- PSY-P 324 Abnormal Psych
- PSY-P 381 Helping Skills
- PAHM-V 362 Nonprofit sector\*\*\*\*
- PAHM-V 373 Human Resource Management\*\*\*\*
- PAHM-V 379 Program Evaluation\*\*\*\*
- SPCH-C 380 Organizational Communication\*\*\*\*

\*Please note that along with SOC-S 100 or SOC-S 101, SOC-S 252 will be a prerequisite for all upper level sociology courses totaling 6.0 credit hours

prerequisite. Some courses also have other additional prerequisites.\*\*These courses have 9.0 credit hours as prerequisite (SOC-S 100 or SOC-S 101, SOC-S 252, and SOC-S 316 family\*\*\*This course is strongly recommended for the Applied Sociology/Human Services Track. Please note that courses taken in Public Management and Health Administration (PMHA) are counted as non-Arts and Science electives but will still count toward the major.

4. Optional Specialty Concentrations within a Sociology Degree - these tracks can be taken with either a BS or a B.A. and with either the Traditional track or Applied Sociology/Human Services track – see Optional Specialty Requirements for the BA Traditional (BA T) degree

### **Bachelor of Science in Sociology**

The Bachelor of Science degree in sociology provides students with a broad exposure to the theories, methods, and substantive areas of the discipline. The program provides training in social theory, research skills, and specialized course work that prepares students for a variety of careers within human and social services but especially provides options for applied and interdisciplinary work as preparation for careers in social and human services. The B.S. degree also serves as a foundation for graduate work in sociology as well as in other professional fields such as social work, public administration, law, and business. Students may select a traditional or applied sociology/human services track within this degree. Specialty concentrations in "Children and Families" and/or "Crime and Society" may also be selected within the sociology electives needed for the degree. It is strongly recommended that IU Kokomo students selecting a major or a minor in sociology complete SOC-S 252, Methods of Sociological Research, at the earliest possible opportunity before taking advanced upper level courses in sociology.

### **Requirements for the Traditional Track within the B.S. in Sociology (BS-T)**

1. See "Degree Requirements" section under "Humanities and Social Sciences."
2. Sociology Major (BS-T) - Students must complete a minimum of 42 credit hours in sociology with a grade of C or higher in each course. The following 15 credit hours of courses are required
  - SOC-S 100 Introduction to Sociology (counts for general education)\*
  - SOC-S 252 Research Methods
  - PSY-K 300 Statistics
  - SOC-S 340 Social Theory
  - SOC-S 497 Field Experience in Human /Social Services
  - SOC-S 470 Senior Seminar

\*Please note that SOC-S 100 applies to general education core but must be taken for the major

3. Sociology Elective Courses in Traditional Track for the B.S. in Sociology (BS-T) (9 courses or 27 credit hours from the list below.\*
  - SOC-S 302 Organizational Life
  - SOC-S 314 Social Aspects of Health and Medicine

- SOC-S 315 Work and Occupations
- SOC-S 316 Family
- SOC-S 317 Inequality
- SOC-S 325 Juvenile Delinquency
- SOC-S 328 Criminology
- SOC-S 331 Aging
- SOC-S 344 Sociology of Childhood \*\*
- SOC-S 335 Race and Ethnic Relations
- SOC-S 338 Gender Roles
- SOC-S 360 Topics in Social Policy: Family Violence\*\*
- SOC-S 360 Topics in Social Policy: Drugs and Society
- SOC-S 375 Issues in Human & Social Service Policy\*\*\* (pending approval)
- SOC-S 419 Social Movements and Collective Action
- SOC-S 420 Topics in Deviance: White Collar Crime/Organized Crime
- SOC-S 495 Readings in Sociology

4. Optional Specialty Concentrations within a Sociology Degree - these tracks can be taken with either a BS or a B.A. and with either the Traditional track or Applied Sociology/Human Services track. See Optional Special Concentrations for all degree options under the BA-T degree.

#### **Requirements for the Applied Sociology/Human Services track within the B.S. in Sociology (BS-AS/HS)**

1. See "Degree Requirements" section under "Humanities and Social Sciences."
2. Sociology Major (BS-AS/HS) - Students must complete a minimum of 42 credit hours in sociology with a grade of C or higher in each course. The following 18 credit hours of courses are required:
  - SOC-S 100 Introduction to Sociology (counts for general education)\*
  - SWK-S 141 Introduction to Social Work (or HUMS 101 from Ivy Tech)
  - SOC-S 252 Research Methods
  - PSY-K 300 Statistics
  - SOC-S 340 Social Theory
  - SOC-S 497 Field Experience in Human /Social Services
  - SOC-S 470 Senior Seminar

\*Please note that SOC-S 100 applies to general education core but must be taken for the major

3. Sociology Elective Courses in Applied Sociology/ Human Services for the B.S. in Sociology (8 courses or 24 credit hours from the list below.\*

- SOC-S 302 Organizational Life
- SOC-S 314 Social Aspects of Health and Medicine
- SOC-S 315 Work and Occupations
- SOC-S 316 Family
- SOC-S 317 Inequality
- SOC-S 325 Juvenile Delinquency
- SOC-S 328 Criminology
- SOC-S 331 Aging
- SOC-S 344 Sociology of Childhood \*\*
- SOC-S 335 Race and Ethnic Relations

- SOC-S 338 Gender Roles
- SOC-S 360 Topics in Social Policy: Family Violence\*\*
- SOC-S 360 Topics in Social Policy: Drugs and Society
- SOC-S 375 Issues in Human & Social Service Policy\*\* (pending approval)
- SOC-S 419 Social Movements and Collective Action
- SOC-S 420 Topics in Deviance: White Collar Crime/Organized Crime
- SOC-S 495 Readings in Sociology

\*Please note that along with SOC-S 100 or SOC-S 101, SOC-S 252 will now be a new added prerequisite for all upper level sociology courses totally 6.0 credit hours prerequisite. Some courses also have other additional prerequisites. \*\*These courses have 9.0 credit hours as prerequisite (SOC-S 100 or SOC-S 101, SOC-S 252 Research Methods, and SOC-S 316 Family). \*\*\*This course is strongly recommended for the Applied Sociology/Human Services Track

#### **Interdisciplinary Electives for the Applied Sociology/ Human Services Track in the B.S. in Sociology**

(Two courses or 6.0 credit hours)

Students in the AP/HS track will select two of the following courses from an approved list of upper level courses from other disciplines. Those approved courses include:

- PSY-P 303 Health Psychology
- PSY-P 324 Abnormal Psych
- PSY-P 381 Helping Skills
- PAHM-V 362 Nonprofit sector\*
- PAHM-V 373 Human Resource Management\*
- PAHM-V 379 Program Evaluation\*
- SPCH-C 380 Organizational Communication\*

\*Please note that courses taken in Public Management and Health Administration (PMHA) are counted as non-Arts and Science electives but will still count toward the major.

4. Optional Specialty Concentrations within a Sociology Degree - these tracks can be taken with either a BS or a B.A. and with either the Traditional track or Applied Sociology/Human Services track. See Optional Specialty Concentrations for all degree options under the BA-T degree.

#### **Bachelor of Arts in History/Political Science**

The Bachelor of Arts degree in History/Political Science is an undergraduate program that provides students with an opportunity to concentrate in History, Political Science, or Law and Society. The degree prepares students for a wide array of employment possibilities in government, public administration, public history and museums as well as post-graduate opportunities in law, history, political science and public administration.

#### **Requirements:**

See "Degree Requirements" Section under "Humanities and Social Sciences". The History/Political Science major consists of 30 credit hours that must be completed with a grade of C- or better in each course. See a History/Political Science advisor for additional information concerning degree-specific opportunities and requirements. The following courses are required of all History/Political Science majors:

- POLS-Y 103 Introduction to American Politics (taken towards general education)
- HIST-H 105 American History I (taken towards general education)
- HIST-H 106 American History II (taken towards general education)
- HSS-S 400 Senior Seminar

### Tracks for History/Political Science Degree History Track (30 cr.)

- Six Upper-level History Courses
- HSS-S 400 Senior Seminar

(Students are encouraged to take HIST-H 495 or HIST-H 496 as part of the above requirements)

Two of the following:

- POLS-Y 215 Introduction to Political Theory
- POLS-Y 217 Introduction to Comparative Politics
- POLS-Y 219 Introduction to International Relations
- Upper-level Social & Behavioral Sciences Elective

### Political Science Track (30 cr.)

Two of the following:

- POLS-Y 215 Introduction to Political Theory
- POLS-Y 217 Introduction to Comparative Politics
- POLS-Y 219 Introduction to International Relations
- Four Upper-level Political Science Courses
- HSS-S 400 Senior Seminar

(Students are encouraged to take POLS-Y 480 or POLS-Y 481 as part of the above requirements)

- Two Upper-level History Courses
- HSS-S 400 Senior Seminar
- Upper-level Social and Behavioral Sciences Elective

### Law and Society Track (36 cr.)

*History/Political Science Foundation*

- POLS-Y 215 Introduction to Political Theory
- Two Upper-Level History Courses (one on US history, one on world history)
- One Upper-Level Political Science Course

*Humanities Foundation*

- Choose one of: PHIL-P 342 Problems in Ethics, PHIL-P 345 Problems in Social and Political Philosophy, or PHIL-P 375 Philosophy of Law
- Any one ENG E or ENG-L 300+ literature course except ENG-L 390 and ENG-L 391
- Choose one of: SPCH-S 228 Argumentation and Debate, SPCH-C 310 Rhetoric and Public Address, SPCH-C 321 Persuasion, SPCH-C 325 Interviewing, SPCH-C 444 Political Communication
- Law Specific Electives (3 classes from 2 different majors, 2 of which must be at the 300 level or higher from the below courses)
  - Criminal Justice: CJHS-J 320 Substantive Criminal Law, CJHS-J 220 American Criminal Courts, CJHS-J 210 Introduction to Law Enforcement, CJHS-J 324 Correctional Law, CJHS-J 409 Crime and Public Policy, CJHS-J 321 Court Procedures and

Evidence, CJHS-J 305 The Juvenile Justice System

- Public Administration and Health Management; PAHM-V 376 Law and Public Policy
- Sociology: SOC-S 325 Criminology, SOC-S 328 Juvenile Delinquency, SOC-S 360 Topics in Social Policy: Family Violence, SOC-S 420 Topics in Deviance
- Psychology: PSYC-P 322 Psychology in the Courtroom
- Business: BUS-L 200 Elements of Business Law, BUS-L 201 Legal Environment of Business
- Internship and Capstone

- Required internship as either HIST-H 496 or POLS-Y 481
- HSS -S 400 Senior Seminar

**Note:** Under the History and Political Science tracks the following Criminal Justice and Public Administration courses may be used as political science options: CJHS-J 320, Substantive Criminal Law; PAHM-V 264, Urban Structure and Policy; and PAHM-V 376, Law and Public Policy.

### Sociology, History, and Political Science Courses Undergraduate

#### Sociology

**SOC-S 100 Introduction to Sociology (3 cr.)** Every semester. Introduction to the concepts and methods of sociology, with an emphasis on the understanding of contemporary American society.

**SOC-S 101 Social Problems and Policies (3 cr.)** Every semester. Provides an introduction to sociology through an in-depth study of major social problems; explores the policy implications of the general sociological perspective and of sociological knowledge of particular problems. Problems include population, drug use, science and technology, and poverty.

**SOC-S 252 Methods of Sociological Research (3 cr.)** P: 3 credit hours of sociology, PSY-K 300, or consent of instructor. A survey of methods and techniques used by sociologists for gathering and interpreting information about human social behavior.

**SOC-S 302 Organizational Life (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Sources, types, and consequences of variations in organizational structures and functions. Varying organizational arrangements as they have affected and are affected by changes in input and output. Complex organizations and their impact from a comparative perspective.

**SOC-S 314 Social Aspects of Health and Medicine (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Survey of the nature of health care systems. Patient and professional role behavior are explored, as well as the characteristics of different health care settings.

**SOC-S 315 Work and Occupations (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Treats work roles within such organizations as factory, office, school, government, and welfare organizations; 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. Not open to students who have taken SOC-S 303.

**SOC-S 316 The Family (3 cr.)** Every semester. P: 3 credit hours of sociology or consent of instructor. Focus on relationships of the family to the larger society, and on interaction within the family in connection with these interrelationships. Emphasis on theories and empirical research explaining family patterns.

**SOC-S 317 Inequality (3 cr.)** P: 3 credit hours of sociology 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.

**SOC-S 325 Criminology (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Factors in genesis of crime and organization of criminal behavior from points of view of the person and the group.

**SOC-S 328 Juvenile Delinquency (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

**SOC-S 331 Sociology of Aging (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Survey of the social dimensions of the aging process. Emphasis on patterns of adjustment, social support, and cross-cultural perceptions of the aging process.

**SOC-S 335 Race and Ethnic Relations (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Relations between racial and ethnic minority and majority groups; psychological, cultural, and structural theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

**SOC-S 338 Gender Roles (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Exploration of the research and theories explaining gender roles in contemporary societies. Emphasis on defining gender roles; tracing their historical development; considering their implications for work, marriage, and parenting. Includes cross-cultural comparisons.

**SOC-S 340 Social Theory (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Sociological theory, with focus on content, form, and historical development. Relationship between theories, data, and sociological explanations.

**SOC-S 344 Sociology of Childhood (3 cr.)** P: SOC-S 100 or SOC-S 101 and SOC-S 316 or by consent of the instructor. Analysis of childhood as a structural form and children as social agents who contribute to societal reproduction and change. Considers the relation of childhood to other social institutions and children's contributions to society historically and cross-culturally. Examines how social policies in education, family and work affect children's lives.

**SOC-S 360 Topics in Social Policy: Drug Abuse and Society (3 cr.)** P: 3 credit hours of sociology or

consent of instructor. An examination of the sociocultural foundations of illegal and legal drug abuse. Emphasis on the relationship between drug abuse and law enforcement, the medical profession, and advertising. Specific topics include the process and consequences of addiction, drugs and sports, and historical and cross-cultural perspectives on drug abuse.

**SOC-S 361 Cities and Suburbs (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Introduction to theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

**SOC-S 363 Sociology of Development (3 cr.)** P: 3 credit hours of sociology or consent of instructor. An introduction to the various theoretical perspectives and empirical studies pertaining to development. Specific topics include women in development, sustainable development, and the third world within the context of the global political economy.

**SOC-S 375 Issues in Human and Social Service Policy (3 cr.)** P: junior or senior standing and completion of at least 12 credits in sociology including SOC-S 100 or SOC-S 101 and 3 other courses. Recommended for students before enrolling in SOC-S 494/497 Field Experience. Examination of theories in social sciences relevant to human services delivery and the ethical and professional issues of workers in human/social service agencies with clients from diverse populations. Application of sociological concepts, theories, and methods as they apply to the management, practice, and evaluation of human/social service agencies.

**SOC-S 411 Sociology of Power (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Power in social systems; its nature, organization, distribution, determinants, and consequences.

**SOC-S 419 Social Movements and Collective Action (3 cr.)** P: 3 credit hours of sociology or consent of instructor. 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.

**SOC-S 420 Topics in Deviance: White Collar Crime/Organized Crime (3 cr.)** P: 3 credit hours of sociology or consent of instructor. An examination of the historical development, causes, and consequences of white collar and organized crime. Emphasis given to law enforcement responses to these forms of criminal behavior.

**SOC-S 471 Senior Seminar in Applied Sociology/Human Services (3 cr.)** Senior standing, completion of core sociology requirements (SOC-S 252, SOC-S 340, PSY-K 300) and completion of a minimum of 18 credit hours in sociology and consent of instructor. Capstone course is for the sociology major in the Applied Sociology/Human Services track. Examines social issues which agencies face today, issues of client well-being, access, and ethics, as well as issues related to students' employment goals and graduate school applications. May not be repeated as SOC-S 470.

**SOC-S 494 Field Experience in Sociology (3 cr.)**

SOC-S 494 Field Experience in Sociology (3 cr.) Every semester. P: Written consent of instructor. Faculty-directed study of aspects of sociology based on field experience, in conjunction with directed readings and writings. Specifically, each intern is required to keep a daily or weekly journal that is given at regular intervals to the faculty sponsor, and write an analytic paper dealing with the field experience. May not be repeated as SOC-S 497.

**SOC-S 495 Individual Readings in Sociology (arr. cr.)**

P: Consent of instructor. Prior arrangement required.

**SOC-S 497 Field Experience in Human/Social Services (arr. cr.)**

P: Junior or Senior Standing with completion of 15 hours of upper level sociology courses including SOC-S 100 or SOC-S 101, SOC-S 252, SOC-S 340, and PSY-K 300 and consent of instructor. Practical work in a social service agency under direction of a site supervisor and complete 120 hours of supervised internship. Student will job shadow key persons, observe client cases and assist with the usual work of the agency as approved by the site supervisor. Under direction of instructor, student will keep a journal applying sociological concepts and write a directed research paper about an issue related to the social/human service. May be repeated once for credit in varied setting. May not be repeated as SOC-S 494.

**History**

**HIST-H 105 American History I (3 cr.)** Every semester. I: colonial period, revolution, confederation and constitution, national period to 1865.

**HIST-H 106 American History II (3 cr.)**

Every semester. 1865 to present. Evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter- American, and world diplomacy of United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

**HIST-H 113 History of Western Civilization I (3 cr.)**

Every semester. I: Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism; and national monarchies.

**HIST-H 114 History of Western Civilization II (3 cr.)**

Every semester. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, and world wars.

**HIST-A 314 United States History, 1917-1945 (3 cr.)**

R: HIST-H 106 or completion of 56 credit hours. Political, demographic, economic, and intellectual transformations. 1917-1945: World War I, the twenties, the depression, the New Deal, World War II.

**HIST-A 315 United States Since World War Two (3 cr.)**

R: HIST-H 106 or completion of 56 credit hours. Alternate years. Political, demographic, economic, and intellectual transformations. 1945-present: the cold war, problems of contemporary America.

**HIST-A 333 History of Indiana I (3 cr.)**

I: The course deals with the development of a midwestern state, with emphasis on the French and British periods; the West in the American Revolution; the transition from territory to

state; political, economic, and cultural patterns; and the sectional crisis.

**HIST-A 334 History of Indiana II (3 cr.)** The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

**HIST-B 361 Europe in the Twentieth Century I (3 cr.)**

Economic, social, political, and military-diplomatic developments, 1900 to present. I: 1900-1930: origins, impact, and consequences of World War I; peacemaking; postwar problems; international communism and fascism; the Great Depression.

**HIST-B 362 Europe in the Twentieth Century II (3 cr.)**

1930-present: Depression politics; crisis of democracy; German national socialism; World War II; Cold War; postwar reconstruction and recovery.

**HIST-D 410 Russian Revolutions and Soviet Regime (3 cr.)**

Alternate years. Causes and development of Russian revolutions and civil war; Lenin, Trotsky, and Stalin; purges, terror, economic development, society, and arts under Stalin; struggle against Hitler; scope and limits of de-Stalinization under Khrushchev; minorities; dissent, and life in the former Soviet Union today.

**HIST-H 425 Topics in History (1-3 cr.)** Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary; but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

**HIST-A 375 Crime and Punishment in American History (3 cr.)**

R: HIST-H 106 or completion of 56 credit hours. Alternate years. This course focuses on the history of crime and punishment in the 20th-century United States.

**HIST-A 382 The Sixties (3 cr.)**

R: HIST-H 106 or completion of 56 credit hours. Alternate years. This course focuses on the history of the United States during the 1960s and the political change and dissent; rights movements; United States foreign policy and the conflict in Vietnam; gender, exploitation, and legal change that occurred. It addresses a variety of topics, including; and the increasing diversity of expression in social values and cultural practices.

**HIST-H 495 Individual Readings in History (arr. cr.)**

Every semester (undergraduate). P: consent of instructor.

**HIST-H 496 Internship in History (arr. cr.)** Every semester (undergraduate). P: consent of instructor

**Anthropology****ANTH-A 103 Human Origins and Prehistory (3 cr.)**

Humans, their biological evolution, and their archaeological history through stone and metal ages.

**ANTH-A 104 Culture and Society (3 cr.)**

Every semester. Introduction to the comparative study of contemporary human cultures and social processes that influence behavior.

**ANTH-E 329 Indians in the U.S. in the Twentieth (3 cr.)**

Position of the American Indian as an ethnic minority, including health, education, economy, and political consideration of proposals to change the Indian's status.

**ANTH-E 445 Medical Anthropology (3 cr.)** 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.

**ANTH-E 455 Anthropology of Religion (3 cr.)** Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of the anthropology of religion.

**ANTH-P 360 Prehistory of North America (3 cr.)** Introduction to antiquity of the American Indian, principal culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

### Political Science

**POLS-Y 103 Introduction to American Politics (3 cr.)** Every semester. Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

**POLS-Y 215 Introduction to Political Theory (3 cr.)** Every three semesters. An introduction to major ideas and theories in Western political thought, including theories of democracy and the analysis of conflict and cooperation. The course also addresses the attempts made by prominent political philosophers – from Aristotle and Plato to Locke, Marx, and Rawls – to understand and describe the nature of politics.

**POLS-Y 217 Introduction to Comparative Politics (3 cr.)** Every three semesters. A course that introduces students to the major political systems of the world. Students will study systems within Western and non-Western countries. Comparisons will include executive and legislative structures, elections, political parties, interest groups and key areas of public policy. Not open to students who have completed POLS-Y 107.

**POLS-Y 219 Introduction to International Relations (3 cr.)** An introduction to the global political system, and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war. Not open to students who have completed POLS-Y 109.

**POLS-Y 301 Political Parties and Interest Groups (3 cr.)** Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

**POLS-Y 304 Constitutional Law (3 cr.)** Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.

**POLS-Y 311 Democracy and National Security (3 cr.)** Exploration of a basic dilemma in a democratic polity: How can demands for national security be reconciled with democratic practices and values? Concepts of civil-military relations, national security structure, professional and political commitments of the military, human resource

utilization, popular control of policy, and the nature of individual liberty.

**POLS-Y 338 African Politics (3 cr.)** Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of colonial heritage and traditional culture; network of international relations; and special situation of South Africa.

**POLS-Y 360 United States Foreign Policy (3 cr.)** Analysis of institutions and processes involved in the formation and implementation of United States foreign policy. Emphasis is on post-World War II policies.

**POLS-Y 480 Undergraduate Readings in Political Science (arr cr.)** Every semester. Individual readings and research. May be taken only with consent of the instructor.

**POLS-Y 481 Field Experience in Political Science (arr cr.)** P: junior or senior standing and approval of instructor. Faculty-directed study of aspects of the political process through internship experience in local, state, or national government.

### Minors in Sociology, History, and Political Science

Students may complete a minor in history, political science, or sociology by fulfilling the following requirements.

#### Sociology

Students must complete 18 credit hours in sociology with a grade of C or higher in each course.

1. SOC-S 100 Introduction to Sociology (3 cr.) or SOC-S 101 Social Problems and Policies (3 cr.).
2. SOC-S 252 Methods of Sociological Research. It is strongly recommended that I U Kokomo students selecting a minor in sociology complete SOC-S252, Methods of Sociological Research, at the earliest possible opportunity before taking advanced upper level courses in sociology.)
3. Any four 300-, or 400-level sociology courses (12 cr.).

#### History

Students must complete 15 credit hours in history with a grade of C– or higher in each course.

1. HIST-H 113 or HIST-H 114 History of Western Civilization I or II (3 cr.), and HIST-H 105 or HIST-H 106 American History: General Course I or II (3 cr.)
2. Any three 300- or 400-level history courses (9 cr.).

#### Political Science

Students must complete 15 credit hours in political science with a grade of C– or higher in each course.

1. POLS-Y 103 Introduction to American Politics (3 cr.)
2. POLS-Y 217 Introduction to Comparative Politics (3 cr.) or POLS-Y 219 Introduction to International Relations (3 cr.)
3. Any three 200, 300, or 400-level political science courses (9 cr.) with a limit of 3 credit hours at the 200 level.

## Bulletins

**Chair:** Nancy Greenwood

**Associate Professor:** Kelly Brown

### **Majors/Minors**

#### **Bachelors Degrees**

- Bachelor of Science in Criminal Justice

#### **Minors**

- Criminal Justice

#### **Certificate Programs**

- Correctional Management and Supervision
- Homeland Security and Emergency Management
- Public Safety

#### **Courses**

- Undergraduate Courses

#### **Bachelor of Science in Criminal Justice**

1. See the "Degree Requirements" section under the "School of Humanities and Social Sciences."
2. Criminal Justice Major: Students must complete a minimum of 48 credit hours in criminal justice with a grade of C- or higher in each course.
3. The following courses are required of all criminal justice majors:
  - CJHS-J 101 American Criminal Justice System
  - CJHS-J 201 Introduction to Criminology
  - CJHS-J 202 Criminal Justice Data and Research Methods
  - CJHS-J 210 Introduction to Law Enforcement
  - CJHS-J 220 American Criminal Courts
  - CJHS-J 230 Corrections
  - CJHS-J 305 Juvenile Justice System
  - CJHS-J 310 Criminal Investigation
  - CJHS-J 320 Substantive Criminal Law
  - CJHS-J 321 Court Procedure and Evidence
  - CJHS-J 330 Correctional Institutions
  - CJHS-J 4XX Choose One: J 410, J 430, J 431, or J 459
4. Criminal Justice Electives. Four additional 200-, 300- or 400-level criminal justice courses are required. Homeland security/emergency management courses may count as a criminal justice elective.

#### **Certificate in Homeland Security and Emergency Management**

The Certificate in Homeland Security and Emergency Management offers students an in-depth understanding of the issues and concerns surrounding homeland security and emergency management. The certificate also provides students with practical solutions in the management of natural and unnatural threats and emergency events. Upon completion of the certificate, students will be better equipped to lead their agency, department, organization, company, and community in the preparedness, response, recovery, and mitigation of both natural and man-made disasters.

##### **Requirements:**

1. Students must meet the regular Indiana University admission requirements.

2. Students who are interested in pursuing the CJHS Certificate in Homeland Security and Emergency Management must demonstrate competence in ENG-W 131 or have taken CJHS-J 101. Students seeking waiver of these courses must have either completed similar courses before applying to the program or have several years working experience in a criminal justice, homeland security, or related field. Waiver for these courses will be granted only by the department chair on the recommendation of department faculty or an academic advisor.
3. Homeland Security and Emergency Management Certificate: Students must complete 15 credit hours in homeland security and emergency management with a grade of C- or higher in each course.
4. The following courses are required of all students seeking a certificate in homeland security and emergency management:
  - CJHS-J 278 Principles and Practices in Homeland Security (3 cr.)
  - CJHS-J 377 Foundations of Homeland Security (3 cr.)
  - CJHS-J 272 Terrorism and Public Policy (3 cr.)
  - CJHS-J 275 Introduction to Emergency Management (3 cr.)
  - CJHS-J 378 Public Administration and Emergency Management (3 cr.)

#### **Certificate in Correctional Management and Supervision**

This certificate is aimed at the non-degree student who is interested in obtaining collegiate experience in the field of American corrections.

##### **Requirements:**

1. Students must meet the regular Indiana University admission requirements.
2. Correctional Management and Supervision Certificate: Students must complete 15 credit hours in correctional management and supervision with a grade of C- or higher in each course.
3. The following courses are required of all students seeking a certificate in correctional management and supervision:
  - CJHS-J 101 American Criminal Justice System (3 cr.)
  - CJHS-J 320 Corrections (3 cr.)
  - CJHS-J 324 Correctional Law (3 cr.)
  - CJHS-J 431 Correctional Interventions (3 cr.)
  - CJHS-J 432 Correctional Administration (3 cr.)

#### **Certificate in Public Safety**

This certificate is aimed at the non-degree student who is interested in obtaining collegiate experience in the law enforcement field.

##### **Requirements:**

1. Students must meet the regular Indiana University admission requirements.
2. Public Safety Certificate: Students must complete 15 credit hours in public safety with a grade of C- or higher in each course.
3. The following courses are required of all students seeking a certificate in public safety:

- CJHS-J 101 American Criminal Justice System
- CJHS-J 210 Introduction to Law Enforcement
- CJHS-J 320 Substantive Criminal Law
- CJHS-J 310 Criminal Investigation –or– CJSH-J 312 Introduction to Criminalistics
- CJHS-J 410 Critical Issues in Policing

For many, one of these certificates will be beginning of further study leading to the B.S.C.J. Those interested in continuing their studies at IU Kokomo will find that their certificate hours will apply toward course requirements for this degree.

### Minor in Criminal Justice

Any IU Kokomo student enrolled in a baccalaureate program, except those enrolled in CJHS, may pursue the following minor. This minor can reinforce and enhance career options for a wide variety of majors, including those interested in attending law school after graduation.

#### Requirements:

1. Minor in Criminal Justice: Students must complete 15 credit hours in criminal justice with a grade of C- or higher in each course.
2. The following courses are required of all criminal justice minors:
  - CJHS-J 101 American Criminal Justice System (3 cr.)
  - CJHS-J 201 Introduction to Criminology (3 cr.)
3. Criminal Justice Electives. Choose three of the following courses:
  - CJHS-J 210 Introduction to Law Enforcement (3 cr.)
  - CJHS-J 220 American Criminal Courts (3 cr.)
  - CJHS-J 230 Introduction to Corrections (3 cr.)
  - CJHS-J 305 Juvenile Justice System (3 cr.)
  - CJHS-J 310 Criminal Investigation (3 cr.)
  - CJHS-J 320 Substantive Criminal Law (3 cr.)

### Criminal Justice Courses Undergraduate

#### CJHS-J 101 American Criminal Justice System (3 cr.)

Introduction to elements of the criminal justice system: the police, the courts, and corrections, and how they function in contemporary American society.

#### CJHS-J 201 Introduction to Criminology (3 cr.)

This course examines the nature and cause of crime. Sociological, biological, psychological, economic and other theories of crime are explored. Students will also be introduced to crime trends, crime typologies, and victimology.

#### CJHS-J 202 Criminal Justice Data and Research Methods (3 cr.)

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.

#### CJHS-J 210 Introduction to Law Enforcement

(3 cr.) A broadly based study of the operations and interrelationships of the American police system, including

discussion of the limitations of the police function, inter-jurisdictional matters, and intra-agency processes.

**CJHS-J 220 American Criminal Courts (3 cr.)** 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 selection, the conduct of trials, sentencing, and appeal.

**CJHS-J 230 Corrections (3 cr.)** A survey of contemporary correctional systems, including analysis of federal, state, and local corrections; adult and juvenile facilities and programs; probation and parole. This course is not open to students who have completed SOC-S 420 Topics in Deviance: Corrections.

**CJHS-J 251 Organized Crime (3 cr.)** This course examines the origins, nature, and extent of organized crime. This course further explores theoretical explanations of organized crime, the social perception of organized crime, and the policies and practices taken to combat organized crime in the U.S.

**CJHS-J 272 Terrorism and Public Policy (3 cr.)** Survey of the incidence of terrorism in democratic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analysis of significant terrorist events and public policies and responses such events create.

**CJHS-J 275 Introduction to Emergency Management (3 cr.)** An examination of the background and nature of the profession, the central theoretical debates concerning natural and human-induced disasters, mitigating and reacting to these catastrophic events, and the major roles and responsibilities of emergency managers. Current practical problems and future directions will be explored.

**CJHS-J 278 Principles and Practices in Homeland Security (3 cr.)** An examination of the basic operations, functions, and issues involved in securing our homeland from domestic and international threats including possible threats and proactive and reactive measures against such threats.

#### CJHS-J 305 The Juvenile Justice System (3 cr.)

Current developments in the legal, administrative, and operational aspects of the juvenile justice system

**CJHS-J 306 Juvenile Delinquency (3 cr.)** This course examines the nature and extent of juvenile delinquency including the significant individual, social, and institutional influences on delinquency and formal and informal responses to delinquency.

**CJHS-J 310 Criminal Investigation (3 cr.)** Theory of investigation; crime scene procedures; interviews, interrogations, surveillance and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes

**CJHS-J 312 Introduction to Criminalistics (3 cr.)** The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

**CJHS-J 320 Substantive Criminal Law (3 cr.)** The development, limitations, and application of substantive criminal law.

**CJHS-J 321 Court Procedure and Evidence (3 cr.)** Criminal law application and procedure from the initiation of police activity through the correctional process and 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. The focus will be on the criminal rather than the civil process. This course also includes a discussion on the 4th amendment and admissibility of evidence.

**CJHS-J 324 Correctional Law (3 cr.)** Legal problems from conviction to release: pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

**CJHS-J 355 Global Criminal Justice Perspectives (3 cr.)** This course will survey various criminal justice systems from a variety of cultures and regions of the world. Particular attention will be given to the contrast of eastern and western systems, as well as systems that do not fit neatly into established categories.

**CJHS-J 360 Seminar in Criminal Justice (3 cr.)** Selected contemporary topics in criminal justice. May be repeated for credit.

**CJHS-J 377 Foundations of Homeland Security (3 cr.)** An examination of the theory and research driving homeland security and emergency management measures and an analytical look at the practices and principles of homeland security from an empirical perspective.

**CJHS-J 378 Public Administration and Emergency Management (3 cr.)** An examination of the American federal system and how it affects policy making and emergency management. Topics include government programs, participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

**CJHS-J 380 Internship in Criminal Justice (1-6 cr.)** P: Permission of instructor and junior or senior status. May be repeated for credit. Course grade is S/F (Satisfactory/Fail). Students are placed with a criminal justice agency for assigned tasks. Students also complete an academic component.

**CJHS-J 409 Crime and Public Policy (3 cr.)** This course is an introduction to 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.

**CJHS-J 410 Critical Issues in Policing (3 cr.)** A seminar course examining current issues in policing.

**CJHS-J 411 Police in the Community (3 cr.)** 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 role in seeking to reduce the incidence of crime. This course also examines community policing as it differs from traditional policing.

**CJHS-J 430 Community Corrections (3 cr.)** An introduction to 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.

**CJHS-J 431 Correctional Interventions (3 cr.)** A comprehensive, critical examination of the treatment and punishment of criminal offenders including historical practices and contexts, current methods for classifying and treating offenders, correctional ideologies, and treatment for special offender populations.

**CJHS-J 432 Correctional Administration (3 cr.)** An in-depth study of the administration of the correctional institutions and community corrections programs. Topics include the functions and roles of administration and organizations, leadership and managerial styles, correctional goals, communication, ethics and decision-making, offender risk, staff organization and function, management basics, and correctional operations.

**CJHS-J 459 Criminal Justice Management (3 cr.)** Examines the principles of management and systems theory for the administration of criminal justice agencies.

**CJHS-J 460 Title (3 cr.)** Senior standing. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.

**CJHS-J 480 Research in Criminal Justice (1-6 cr.)** Junior standing and consent of instructor. Individual research under guidance of faculty member.

## School of Nursing

**Dean:** Linda Wallace, Ed.D., RN

**Graduate Program Assistant Dean:** Mary Bourke, Ph.D., RN

**RN-BSN Completion Program Assistant Dean:** Lynda Narwold, MA, RN

**Pre-Licensure Program Assistant Dean:** Bridget Whitmore, MSN, RN

**Clinical Professor:** Narwold

**Associate Professor:** Wallace

**Clinical Associate Professor:** Heckman, Whitmore, Zody

**Assistant Professor:** Bourke, Poe-Greskamp, Tormoehlen

**Lecturer:** Atkin, Dawson, Harris, Hollingsworth, Mouser, Pratt, Rosales

**Visiting Lecturer:** Carpenter, Covington

**Clinical Liaison:** Connolly

The philosophy of the Indiana University Kokomo School of Nursing is consistent with the mission and purposes of Indiana University and Indiana University Kokomo. The faculty of the Indiana University Kokomo School of Nursing believe that the education of students is our primary mission. In accordance with Indiana University Kokomo, the School of Nursing faculty support a strong commitment to excellence in instruction, scholarship through research or creativity, educational outreach and service, and activities that enhance the quality of life in the region and the state. Faculty and students share accountability for creating an educational system

that reflects respect, collaboration, intellectual inquiry, and creativity through the framework of the nursing metaparadigm. See Student Nursing Handbook for complete list of General Beliefs.

**Mission Statement** In support of Indiana University Kokomo's statements of commitment, the mission of the School of Nursing is to provide educational opportunities that prepare nurses at the baccalaureate and higher degree levels to provide safe, culturally competent, evidence-based health care. Reflective of the faculty commitment to professional nursing, students are presented with opportunities for community involvement, professional engagement and lifelong learning.

#### **Vision Statement**

Indiana University Kokomo School of Nursing strives to be the institution of choice for Baccalaureate and higher education, known for its excellence in preparing nurses who positively impact the nursing profession and health and wellness of the residents of North Central Indiana. We accomplish this through engagement in scholarly activities and delivery of high quality academic programs, continuing education and relevant community involvement.

#### **Additional Information**

- Academic Policies for All Nursing Programs
- Bachelor of Science in Nursing Program of Study
- General Policies for IU Kokomo School of Nursing
- Pre-Licensure Bachelor of Science Program

#### **Majors/Minors**

##### **Bachelors Degrees**

- Bachelor of Science in Nursing
- RN to BSN transition

##### **Masters Degrees**

- Master of Nursing

##### **Courses**

- Undergraduate Courses
- Graduate Courses

## **Bachelor of Science in Nursing**

The nursing program at IU Kokomo is a high quality baccalaureate degree program that prepares nurses as effective leaders, capable of collaborating with the interdisciplinary health team to promote safety and to achieve optimal patient outcomes across a variety of settings, including the hospital, home, and community. The BSN degree program integrates a strong background in the sciences and liberal arts with an excellent education in the profession of nursing.

The nursing program is tailored to meet the needs of beginning students as well as experienced nurses returning to complete a BSN. The nursing program provides a strong background for students in practice and for future graduate study. The curriculum is based on the AACN Essentials of Baccalaureate Nursing Practice (2008), the [ANA Code of Ethics for Nurses](#), the ANA Standards of Practice, and [Indiana State Nurse Practice Act](#).

#### **Accreditation**

The Bachelor of Science in Nursing program at Indiana University Kokomo is accredited by the Commission on Collegiate Nursing Education (CCNE) One DuPont Circle NW, Suite 530, Washington, DC 20036 (202) 887-6791. The Masters of Science in Nursing program has been granted candidacy status with the National League for Nursing Accrediting Commission (NLNAC).

#### **Nondiscrimination Policy**

Indiana University is committed to equal opportunity for all persons and provides its services without regard to gender, age, race, religion, ethnic origin, sexual orientation, veteran status, or disability. The university director of affirmative action is administratively responsible for carrying out the affirmative action program. There is also an affirmative action officer on each campus who develops and administers the affirmative action program there.

#### **Scholarships and Financial Aid**

Pre-nursing and nursing students are eligible for scholarships and financial aid offered to IU Kokomo students. Information may be found in the "Scholarships and Financial Aid" section of this bulletin. Information can also be obtained by contacting the Office of Scholarships and Financial Aid, Kelley Student Center.

#### **Honors and Awards**

Students have the opportunity to be recognized for academic excellence while pursuing their degree and at graduation. Full-time pre-nursing and nursing students will be placed on the Dean's List each semester they earn a GPA of 3.5 or higher. Part-time students are eligible for the Dean's List after the completion of 12 credit hours and for each semester they have accumulated an additional 12 credit hours of course work on the Kokomo campus with a GPA of 3.5 or higher.

To graduate with academic distinction, baccalaureate students must complete a minimum of 60 credit hours at Indiana University and be in the top 10 percent of the graduating class. (Academic distinction is campus- and program specific. Students should check with the Advising Center for Allied Health and Nursing on the Kokomo campus for policy interpretation and procedures.)

#### **Sigma Theta Tau**

The School of Nursing at IU Kokomo is a proud member of the Alpha Chapter of Sigma Theta Tau, the International Honor Society of Nursing. The mission of Sigma Theta Tau is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

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## **General Policies for IU Kokomo School of Nursing**

#### **Student Responsibility**

Students admitted to the School of Nursing are responsible for knowing and completing all requirements

for their degree program. Academic counselors, faculty, and administrators are available to clarify the academic requirements and assist students in academic planning to progress toward their degree. All policies contained in the Indiana University Kokomo Bulletin are applicable for the year in which students are admitted to the Bachelor of Science in Nursing Degree program. The university and School of Nursing have ultimate authority to implement policy/curriculum changes as needed. All students are responsible for acquainting themselves with all university and School of Nursing policies pertaining to their admission, progression, and graduation, and will be subject to policy or curriculum changes as they progress. Students are accountable for compliance with the same throughout their course of study.

### **Disability Statement**

Some students may have disabilities that would influence their ability to meet nursing program requirements at IU Kokomo. If you have a documented disability or other needs that may require consideration you are responsible for contacting the Career Services/Disability Services Office at 765.455.9301, Kelley Center Room 200 regarding your needs. The School of Nursing will make reasonable accommodation to assist the student with documented disabilities to successfully complete all requirements of the nursing program. If there is a question about whether a student's disability will interfere with successful program completion, the Student Affairs Committee will consider the case with the assistance of the Affirmative Action Officer. The School of Nursing makes no guarantee to students regarding accommodations that will be made for NCLEX testing or in future professional employment.

### **Confidentiality of Student Records**

In accordance with federal statutes and regulations, student records are confidential. Disclosure of any information contained in these records to anyone other than the student will be made only in accordance with procedures described in the Code of Student Ethics Professional Liability

### **Professional Liability Insurance**

All undergraduate nursing students have liability insurance under the malpractice contract of Indiana University. This policy covers students only while caring for patients/clients in the student role. This insurance will not cover students who are working in jobs unrelated to course-specific objectives.

### **Health Insurance**

Students are required to have health insurance once admitted to the major, and should carry their card with them during each clinical course. Should an incident necessitating student treatment occur while in the clinical setting, associated costs will be the responsibility of the student and billed to the student's insurance provider.

### **Health Requirements**

All nursing students must provide evidence of compliance with health and safety requirements (immunizations, drug and TB testing, physical examination, background check, CPR, and orientation requirements). Failure to adhere to the policy as posted in the Handbook for

Nursing Students may lead to serious consequences, up to and including course failure and program dismissal. Requirements are subject to change at the discretion of healthcare agencies. Student result information will be provided to the clinical agency upon request. Notification of requirement changes will be forwarded as soon as they are communicated to the school. Submission of this documentation is a requirement of the healthcare agencies, and not a requirement of the university. Failure to submit the documentation will result in non-placement for clinical courses, and thus prohibit the student from progressing in the nursing major.

### **Clinical Attendance**

If more than 20% of the clinical hours for a course are missed, it will constitute failure in that course. The student must be present for 80% of a clinical day or it will be counted as a full absence. Further guidance may be found in the Handbook for Nursing Students.

### **Inappropriate Behavior in Clinical Setting**

If at any time, in the judgment of an IU Kokomo School of Nursing Faculty Member, a student appears to be unable to perform clinical responsibilities safely or in any way compromises safe client care the student will be dismissed from clinical for that day and until the situation is resolved to the satisfaction of the School of Nursing. If a representative of the clinical facility and/or faculty member requests the student to have a drug screen prior to leaving the facility, the student must comply (at the student's expense) or face dismissal from the nursing program. Further guidance may be found in the Handbook for Nursing Students

### **Laboratory Learning Experiences**

In order to maximize learning opportunities in the learning laboratory, students will be involved in learning through role playing and on a one-to-one basis. These activities include, but are not limited to, physical assessment, health interviews, and simulation.

### **Standardized Testing**

Students in the pre-licensure nursing major will be required to take standardized competency tests pertaining to each of the major content areas throughout the curriculum, as well as at program entry and near graduation. These exams may be scheduled at times other than course meeting times. Further guidance may be found in the Handbook for Nursing Students.

### **Dosage Calculation Testing**

Students must pass a dosage calculation proficiency exam at 90% in the sophomore 2 semester in order to progress to the junior year. Medication calculation questions may appear on any or all core nursing exams, even if such calculation was not a part of the material taught directly in that course.

### **Dress Code**

While in clinical and laboratory experiences, nursing students are expected to wear professional attire and the approved photo identification badge in compliance with the Handbook for Nursing Students. Students not appropriately attired may be asked to leave the clinical area by their instructor. BSN students admitted to the

nursing major are required to purchase the official Indiana University Kokomo crimson uniform bearing the Indiana University logo.

### Transportation Requirements

Clinical learning experiences are varied in setting, location, day of week, and time of day. Students are responsible for providing their own transportation to and from all clinical experiences.

### Drug-Free Campus Policy

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 with sanctions for violation of the policy. This policy includes any educational experience associated with successfully completing the nursing program.

### Eligibility for Licensure

Those who apply for licensure examination as a registered nurse in the state of Indiana are required to submit to the Indiana State Board of Nursing written evidence, verified by oath, that they (1) have not been convicted of any act that would constitute grounds for disciplinary sanction under the State Board rules and regulations, or any felony that has direct bearing on their ability to practice competently (note that convictions include the possession and use of alcohol, drugs or controlled substances); (2) have completed an approved high school course of study or its equivalent, as approved by the appropriate educational agency; (3) have completed all graduation requirements at a state-accredited school of nursing; (4) have completed a criminal background check; and (5) fingerprinting. It is each student's responsibility to meet licensure application deadlines. Students wishing to take the licensure examination in another state must contact that state's board of nursing directly. International students and graduates of foreign nursing programs should contact the Indiana State Board of Nursing for specific licensure requirements.

### Sex Offenders Screening Policy

The Indiana Sex Offenders Registry is reviewed every semester for all enrolled students. Any student enrolled in an undergraduate nursing program who has been convicted of a sex offense against children shall be dismissed from the program. Any student already admitted to an undergraduate nursing program whose name appears on the Registry during the time of enrollment in the nursing major shall be ineligible for continuation or completion of their current or any other nursing program.

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## Academic Policies for All Nursing Programs

### Good Standing

In order to remain in good standing, a student must: Maintain a grade of C (2.0) or above in required general education (pre-nursing) courses, with not more than one repeat in any course. Repeat no more than three (3) required general education courses. Of the three (3)

courses, no more than two (2) courses may be a science. Maintain a grade of C (2.0) or above in each Nursing major course.

### Progression

Progression to the next level of didactic and clinical courses is contingent upon successful completion of the previous semester's general education, didactic, and clinical courses.

### Academic Probation

A student will be placed on academic probation when the semester grade point average is below a 2.0 or when the cumulative grade point average falls below a 2.0 on a 4.0 scale. Academic probation will be removed following the semester in which the cumulative and semester grade point averages are 2.0 or higher.

### Continuation in the Program

The internal grade point average (nursing GPA) must be at least 2.0 to enter each semester of the program.

### Dismissal

A student will be dismissed from the program when any of the following situations occur:

1. Failure of more than three (3) general education courses required. Of the three (3) courses, only two (2) failures will be allowed in science coursework. Any grade below C (2.0) is considered failing.
2. Failure to achieve an internal grade point average (nursing GPA) of 2.0 at the completion of each semester. Failure to achieve a 2.0 grade point average in any two consecutive semesters.
3. Failure to achieve a grade of C (2.0) or above in any one nursing course or in one of a co-requisite set of didactic and laboratory (clinical) nursing courses after two attempts.
4. Failure to achieve a grade of C (2.0) or above in any two nursing courses or co-requisite sets of didactic and laboratory (clinical) nursing courses on the first attempt.
5. Failure to meet probationary stipulations (for example, learning contracts and tutoring sessions) in the semester following the assignment of probation.
6. Falsification of records and reports; plagiarism; or cheating on an examination, quiz, or any other assignment is cause for dismissal. Demonstration of a lack of personal integrity.
7. A health condition that has the potential to place the student or patients under his/her care at a safety risk.
8. Failure to adhere to legal and ethical professional requirements, including, but not limited to confidentiality rules (i.e. HIPAA).
9. Students who are admitted to the major but fail to register for first semester courses must seek readmission to the program, subject to competitive review.

Any student who has been dismissed from the school has the right to make an appeal according to the guidance in the Handbook for Nursing Students.

### Withdrawal Policies

1. Withdrawal from a required general education course in the semester indicated in the curriculum design requires approval from the Advising Center for Allied Health and Nursing.
2. Once admitted to the major, students may only have 2 withdrawals requiring an instructor or dean's signature.
3. If a student withdraws from any course with a co-requisite didactic, clinical or lab component, they must withdraw from all components in which they do not already have a final grade assigned.
4. Failure to register in each sequential semester, excluding summer sessions, constitutes withdrawal from the nursing program.
5. After the date for withdrawal with an automatic 'W' has passed, if a student chooses to withdraw from any course the instructor may assign a grade of either W or F, depending upon the level of work to date.

### Reinstatement

Students who have interrupted their nursing program for more than 1 semester and wish to return need to adhere to the following procedural steps: (1) submit written notification of their intent to reenter the program to the Nursing and Allied Health Advising Center AND the pre-licensure program assistant dean by March 15 for fall semester, or October 15 for spring semester; and (2) all current health and safety requirements must be submitted by August 1 for fall semester, or December 1 for spring semester.

All requests for reentry will be evaluated on the basis of the availability of classroom and clinical space. Regardless of the reason for the extended absence, the 6-year rule applies for program completion. Students whose program progression is interrupted will be subject to any curriculum and/or policy changes occurring during the period of interrupted progress.

All students must successfully complete an individualized clinical and math skill competency plan, as determined by the Assistant Dean of the Pre-Licensure Program or designee, prior to the start of the semester for clinical re-entry/continuation.

### Intercampus Transfers

Students in the nursing major who are in good academic standing may seek intercampus transfer by sending a written request to the Advising Center for Allied Health and Nursing. Intercampus transfer requests will be evaluated individually on the basis of student record review. Transfer students must meet or exceed admission qualifications relevant to the class to be transferred in to. Further, the availability of course positions, faculty, and facilities to meet student needs and program objectives will be considered.

### Academic Status

Full-time status is given to undergraduate students enrolled in 12 or more credit hours during a regular semester or 6 or more credit hours during a summer term. Enrollment of fewer than 12 credit hours during a regular semester or fewer than 6 during a summer term constitutes part-time status. This may impact the student's qualification for financial aid.

### Auditing of Courses

Students have the option of registering for non-nursing classes on a credit or audit basis. Students who are auditing must officially register for a class and pay the applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general education courses taken for NC will not apply toward completion of nursing program requirements. Students may not audit any lab or clinical nursing course. The opportunity to audit a didactic nursing course is dependent on the availability of space and demonstration of adequate program progression on the part of the student.

### Correspondence/Independent Study Courses

Students must have completed any correspondence/independent study courses prior to enrollment in the final semester of the program or register for the on-campus course in the final semester.

### Determination of Grade Point Average (GPA)

The Cumulative Grade Point Average is a reflection of all work completed at Indiana University. Courses transferred from another institution are not used in calculating this average. The Interim Grade Point Average reflects grades received between the time students are admitted to the nursing major and the time that they actually begin nursing course work. Students must maintain a 2.5 interim GPA, or admission to the major will be revoked. If the admission is revoked, reapplication to the major is required. The Pre-nursing Grade Point Average includes all IU and transfer grades earned in the pre-nursing courses applicable toward the program, including initial and repeat attempts and excluding IU FX'd grades.

### Nursing Contact Hours

Theory or didactic course credits are generally arranged on a one-to-one credit/contact hour basis. (For example, a 3-credit-hour course meets three hours per week for 16 weeks.) Clinical laboratory courses are scheduled in a 1-to-3 ratio (a 2-credit course meets six hours per week for 15 weeks). Additionally, the School of Nursing abides by a 50-minute hour in clinical and lab courses. Some differences may occur in courses with significant online or outside experiential learning.

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## Bachelor of Science in Nursing Program of Study

The purpose of the baccalaureate program is to offer a program for the education of professional nurses prepared to meet current and future healthcare needs of society. The curriculum prepares a generalist in professional nursing and prepares students for graduate study. Baccalaureate education in nursing requires a broad foundation in the sciences and humanities necessary for preparing professional nurses capable of practicing as knowledgeable generalists, and who are responsible, informed citizens in a democratic society. The baccalaureate graduate in nursing uses the nursing process to assist clients in attaining mutually established health goals and in adapting patterns of functioning to promote maximum health potential. As a generalist, the graduate practices in the roles of provider of care,

manager of care, and member of the profession. The baccalaureate nurse is responsible and accountable for providing quality nursing care in practice settings that include, but are not limited to, hospital, home, and community. The graduate demonstrates leadership behavior in collaborating with interdisciplinary health team members and others to design health care plans and to develop more efficient and effective approaches to health care delivery and achievement of desired health outcomes.

Program Outcomes for the Bachelor of Science in Nursing meet the nationally recognized standards: BSN Essentials for Baccalaureate Nursing Practice (2008), the ANA Code of Ethics for Nurses, the ANA Standards of Practice, and the Indiana State Nurse Practice Act. There are differences based on degree track that relate to the different needs of the pre-licensure and RN to BSN student.

### Degree Requirements

Prospective students should study the requirements for admission to the School of Nursing, the specific curriculum requirements, course sequences, and requirements for the degree. Students are responsible for meeting degree requirements and for making application for degree candidacy. The School of Nursing is not responsible for certifying students for a degree if they do not file a graduation application. Application for the degree must be made by the deadlines published by Indiana University Kokomo School of Nursing.

All candidates for the degree Bachelor of Science in Nursing must fulfill the following requirements: Minimum 2.7 grade point average required in the courses required to apply to the major. Satisfactory completion of a minimum of 120 credit hours that apply to the degree. Credits earned in remedial skills courses do not apply to the degree Bachelor of Science in Nursing. Credits from courses that have been repeated may be counted only one time to meet degree requirements. Minimum cumulative grade point average of 2.5 and minimum nursing grade point average of 2.7. Minimum grade of C (2.0) in a required course or equivalent by the second completed attempt. May repeat no more than three (3) courses totaling 11 credit hours in the general education courses to earn a C (2.0) or higher. Students must complete all coursework within six (6) years of receipt of a first semester sophomore year nursing course grade.

Meet IU residency requirements.

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## Pre-Licensure Bachelor of Science Program

(for students who are not already RNs) For program information, contact Assistant Dean Bridget Whitmore, MSN, at 765.455.9274 or [bwhitmor@iuk.edu](mailto:bwhitmor@iuk.edu).

IU Kokomo BSN Pre-Licensure Program Outcomes: The IU Kokomo Pre-Licensure BSN graduate will meet the following program outcomes:

1. The BSN graduate applies a solid base in liberal education in the practice of nursing.
2. The BSN graduate applies knowledge and skills in quality improvement and patient safety.
3. The BSN Graduate translates current evidence for best practices in the provision of nursing care.
4. The BSN Graduate applies knowledge and skills in information management and patient care technology in the delivery of nursing care.
5. The BSN Graduate understands the interplay between health care policy, finance, and regulatory environments on the nursing care situation.
6. The BSN Graduate collaborates with members of other disciplines to deliver effective patient centered care.
7. The BSN Graduate demonstrates clinical prevention and population health skills.
8. The BSN Graduate demonstrates professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice.
9. The BSN Graduate practices nursing with individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments, respecting the complexity of the care situation.

### General Education Coursework:

In addition to 63 credits of nursing courses in the major, pre-licensure students are required to complete 57-59 general education credits distributed as follows:

Communication and info literacy = 10

Quantitative literacy = 7-9

Social and behavioral sciences = 9

Physical and life sciences (Anatomy, Physiology, Microbiology, Chemistry) = 17

Humanities and art = 6

General electives = 8

General education total credits = 57-59

Nursing Major credits = 63

Total program credits = 120 – 122 credits

### Pre-Licensure Plan of Study

Following is the plan of study listing nursing coursework to be completed each academic year. The courses are sequenced by semester. Note: curriculum changes occurring between print versions of this bulletin will be posted to the nursing website.

#### Sophomore 1 Courses (7 cr.)

- NURS-B 232 Introduction to the Discipline of Nursing (2 cr.)
- NURS-B 244 Health Assessment (3 cr.)
- NURS-B 245 Health Assessment Practicum (2 cr.)

#### Sophomore 2 Courses (10 cr.)

- NURS-B 216 Pharmacology (2 cr.)
- NURS-B XXX Pathophysiology (3 cr.)
- NURS-B 248 Science and Technology of Nursing (3 cr.)
- NURS-B 249 Science and Technology of Nursing Practicum (2 cr.)

#### Junior 1 Courses (10 cr.)

- NURS-H 351 Alterations in Neuro Psychological Health (3 cr.)
- NURS-H 352 Alterations in Neuro Psychological Health Practicum (2 cr.)
- NURS-H 353 Alterations in Health 1 (3 cr.)
- NURS-H 354 Alterations in Health 1 Practicum (2 cr.)

#### Junior 2 Courses (13 cr.)

- NURS-H 361 Alterations in Health 2 (3 cr.)
- NURS-H 362 Alterations in Health 2 Practicum (2 cr.)
- NURS-H 363 Developing Family and Child (4 cr.)
- NURS-H 364 Developing Family and Child Practicum (2 cr.)
- NURS-H 365 Nursing Research (2 cr.)

#### Senior 1 Courses (10 cr.)

- NURS-S 470 Restorative Health Related to Multi System Failures (3 cr.)
- NURS-S 471 Restorative Health Related to Multi System Failures Practicum (2 cr.)
- NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.)
- NURS-S 473 A Multi-System Approach to the Health of the Community Practicum (2 cr.)

#### Senior 2 Courses (10 cr.)

- NURS-S 481 Nursing Management (2 cr.)
- NURS-S 482 Nursing Management Practicum (2 cr.)
- NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)
- NURS-S 485 Professional Growth and Empowerment (3 cr.)

#### Elective Courses:

- A minimum of 3 credits of nursing elective courses must be completed

#### Admission to Pre-Licensure Nursing Major Considerations:

Unless approved by the School of Nursing administration, nursing major courses are open only to the basic students who are accepted into the School of Nursing after applying and meeting application requirements. Students should direct all inquiries concerning the School of Nursing, counseling, and application to the campus where they plan to enroll in the major. See General Education: Fundamental Skills requirements in the "Academic Regulations" section of this bulletin. Please refer to "Academic Policies for All Nursing Programs" in this bulletin.

#### Admission to Pre-Licensure Nursing Major:

Admission to the School of Nursing is a competitive process. Achievement of minimum application criteria does not guarantee admission. The number of students selected for the major depends upon the number of student spaces available, faculty, clinical resources, and applicants' performance on admission criteria. Admission is campus-specific and competitive. Satisfactory completion of the prerequisite courses does not guarantee acceptance to the nursing major.

- All applicants must be admitted to IU Kokomo as a degree seeking student and be in good academic standing at time of application.
- All applicants must be advised by a Nursing Advisor.
- All applicants will have achieved satisfactory performance on a standardized pre-nursing achievement exam. Contact the Advising Center for Allied Health and Nursing for details regarding the exam and necessary scores to qualify for application.
- At least one of these three required sciences (ANAT-A 215, PHSL-P 215, MICR-J 200/J 201) must be successfully completed in order to apply to the major; at least 2 of these required 3 sciences must be completed to begin in the nursing major.
- One of the following math courses must be completed in order to apply: Math-M 117, MATH-M 118, MATH-M 119, MATH-M 125, MATH-M 215, or MATH-M 133/M 134.
- Students may fail (with a C- or below) no more than 3 pre-nursing courses totaling 11 credits. Of the 3 failures, only 2 are allowed in the sciences. Students who exceed any of these limits are ineligible to apply to the nursing program.
- Cumulative GPA—If an IU GPA is not available the cumulative GPA from his/her most recent institution will be used in determining the cumulative GPA.

#### Consideration of Applications to the Pre-Licensure Nursing Major:

Admission is a competitive process. Applicants must meet the deadlines for filing an application for admission. If a student is admitted to the nursing major but declines to accept, the student must reapply for reconsideration, and admission is not guaranteed. The student who fails to accept the offer of admission to the major for the second time is no longer eligible for future consideration. All students with completed applications who meet all of the admission criteria stated herein will be rank ordered according to the sum of the rank of the pre-nursing GPA and the rank of the results of the standardized pre-nursing achievement examination. Students with at least 12 credits from IU Kokomo will have 5 points subtracted from their overall rank. Selection will begin with the students at the lowest (best) rank and proceed until the seats are filled or there are no further qualified candidates. Students should direct all inquiries concerning the School of Nursing, counseling, and application to the campus where they plan to enroll in the major.

### RN to BSN Completion Programs (in person or online)

#### In-Person RN to BSN Completion Program Admission Policy

All applicants must hold an unencumbered Indiana RN license. Applicants must have a cumulative GPA of 2.5 on a 4.0 scale in order to apply. Applicants are considered by cohort, according to the categories listed below. The number of students selected for each cohort depends upon the number of student spaces available and applicants' performance on admission criteria. Admission is campus-specific and competitive. Selection will be made at least 45 days prior to the start of the first term for the Cohort Group. Specific selection dates will be available in the Advising Center for Allied Health and

Nursing. Students will be notified of acceptance by letter. In cases where two cohorts will be started at the same time (i.e. for off-site offering), two separate category lists will be generated. The student may sign up on both lists, if desired, however, must attend at the site where accepted. The application is only good for the cohort beginning in the semester noted on the form. If a student chooses to be considered for another starting semester then the student must complete and submit a new application.

#### **Complete applications are due:**

July 1 for Fall Semester cohort; November 1 for Spring Semester cohort; March 1 for Summer Semester cohort. Please check with your advisor as cohorts of RN to BSN students do not begin every semester, but will begin at least one time per academic year.

#### **Category 1: (first priority selection)**

1) RN has a Cumulative GPA of at least 2.5 on a 4.0 scale either from Indiana University or from the degree granting institution for the ASN or Diploma. In case both GPA scores are available, the higher GPA will be used in determining placement; and

2) Student has 12 or fewer remaining credits needed to meet General Education Requirements.

Students seeking category 1 consideration to a fall semester cohort must meet the above criterion as of the spring immediately preceding the desired fall start date.

Students seeking category 1 consideration to a spring semester cohort must meet the above criterion as of summer II immediately preceding the desired spring start date.

Students are ranked according to GPA within category 1, and selection begins with the highest GPA. If places are still available at the conclusion of the Category 1 selection process, the selection process will continue to fill available slots with Category 2 students.

#### **Category 2: (second priority selection)**

1) RN has a Cumulative GPA of at least 2.5 on a 4.0 scale either from Indiana University or from the degree granting institution for the ASN or Diploma. In case both GPA scores are available, the higher GPA will be used in determining placement. Students with a GPA of 2.3 – 2.5 may be admitted on a probationary status, but must achieve and maintain a 2.5 GPA in Pod 1 courses in order to progress from Pod 1 forward. This performance standard must be met each successive semester; and

2) Student has more than 12 remaining credits needed to achieve General Education Requirements.

Students in this category are ranked according to the number of General Education credits yet to be completed, and selection begins with those needing the fewest credit hours. Students who do not meet the minimum GPA requirements to fulfill these criteria may take courses at Indiana University to generate or improve an IU GPA (and should work with advisors to ensure that courses taken apply to the General Education requirements).

#### **All Online RN to BSN Completion Program**

An all online RN to BSN Completion Program is available and delivered via web-based and video technologies rather than requiring the student to come to campus. To apply, contact the IU campus closest to you. The campus to which you apply will be where your diploma will be issued and where you will receive academic advising as well as student and technical support. Contact the Allied Health and Advising Center for additional information. Application requirements include the following: (1) application may be done any time and enter the program in the fall, spring or summer semesters; (2) all general education courses must be complete before beginning nursing coursework; (3) a current, unencumbered RN license in the state in which you are practicing and/or plan to meet your clinical requirements; (4) graduation from an NLNAC accredited school of nursing; (5) a cumulative GPA of 2.5 from the ASN or diploma program; and (6) completion of a criminal background check on the campus to which you are applying.

#### **Online RN to BSN Completion Program Credit Distribution**

Nursing Credits: 33  
Special Credits (Credentialed): 35  
General Education Credits: 52-54  
Total Credits: 120-122

Following is the plan of study listing nursing coursework to be completed each semester.

Note: curriculum changes occurring between print versions of this bulletin will be posted to the nursing website.

Pod 1: Socialization to Baccalaureate Nursing (12 cr.)  
Term 1: NURS-B 231: Communication for Health Care Professionals (3cr.)  
NURS-S 474: Ethics Applied to Health Care (3cr.) Term 2: NURS-H 355: Data Analysis in Clinical Practice and Health Care Research (3cr.)  
NURS-B 304: Professional Seminar 1: Health Policy (3cr.)

Pod 2: BSN Expanded Roles (12 cr.)  
Term 1: NURS-B 404: Professional Nursing Seminar 2: Informatics (3cr.)  
NURS-H 365: Nursing Research (3cr.)  
Term 2: NURS-S 487: Nursing Management (3cr.)  
Nursing Elective from approved list (3cr.)

Pod 3: Managing Communities (9 cr.)  
Term 1: NURS-S 472: A Multi-system Approach to the Health of the Community (3cr.)  
Term 2: NURS-S 483: Clinical Nursing Capstone (3 cr.)  
Nursing Elective from approved list (3 cr.)  
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### **Master's Degree In Nursing**

For program information, contact Graduate Program Assistant Dean Mary Bourke, PhD, at 765.455.9326 or [mbourke@iuk.edu](mailto:mbourke@iuk.edu).

The Master of Science in Nursing Program at IU Kokomo is a 39 credit hour curriculum designed to prepare registered nurses with advanced practice nursing knowledge in the areas of nursing education or nursing administration. Students will begin their study with classroom-based didactic courses in a hybrid format, building the theoretical and contextual background necessary for advanced nursing practice. Students will

progress to specific courses in either nursing education or nursing administration.

### The MSN program is comprised of three components:

1. Nursing core courses:
  - NURS-R 500 Nursing Research
  - NURS-N 502 Nursing Theory
  - NURS-R 505 Measurement and Data Analysis
  - NURS-Y 510 & NURS-Y 520 Advanced Practice Nursing Concepts I and II
  - NURS-I 630 Introduction to Nursing Informatics
2. Education or Administration track
  - NURS-L 574 Administrative Management in Nursing
  - NURS-L 671 Financial Management
  - NURS-N 504 Leadership for Advanced Nursing Practice
  - NURS-L 530 Legal Environment of Health Care
  - NURS-L 579 Nursing Administration Practicum
  - NURS-R 590 Nursing Study.

Graduates serving in nursing leadership and nursing administrative roles will provide opportunities for enhanced health care delivery systems and ultimately improved health for the citizens of our regions. Prepares graduates to take Administrative Certification exams through: (1) the American Organization of Nurse Executives (2) the American Nurses Credentialing Center.

- NURS-T 615 Curriculum in Nursing
- NURS-T 617 Evaluation in Nursing
- NURS-T 670 Teaching in Nursing
- NURS-T 619 Computer Technologies for Nurse Educators
- NURS-T 679 Nursing Education Practicum and NURS-R 590 nursing study.

Graduates serving in the nurse educator role will be prepared to teach in schools of nursing or as educational staff for clinical agencies. Prepares graduates for the Certified Nurse Educator (CNE) Certification Exam.

3. A culminating experience for Administration track or Education track.

Completion time: Approximately 2 years depending on how many credits a student chooses to take at a time and course availability. Courses include traditional classroom, hybrid, and online delivery formats.

### MSN Program Outcomes

1. Model excellence in nursing leadership to improve nursing practice within the health care system.
2. Function within an ethical-legal framework.
3. Synthesize knowledge from nursing, biological, behavioral, social, administrative, educational, and communication sciences for application to area of specialty.
4. Demonstrate scholarly inquiry and reflection that exemplifies clinical reasoning, critical, creative, and systems thinking.

5. Frame problems, design interventions, specify outcomes, and maintain quality while balancing human, fiscal, and material resources.
6. Use information technology and knowledge-based resources to inform practice.
7. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
8. Engage in lifelong learning activities that contribute to the professional nursing development and advancement of the nursing profession.

### MSN Admission Requirements

1. Graduation from an accredited baccalaureate degree program in nursing.
2. Minimum undergraduate GPA of 3.0 on a 4.0 scale.
3. Valid, unencumbered RN license in the state where practicum will be completed.
4. At least one year experience as an RN or currently working as an RN.
5. Undergraduate statistics course with a grade of C or better
6. Criminal background check.
7. Submit an Official College Transcript (Degree granting and graduate courses if applicable).
8. Submission of the following:
  - Personal Statement - See website for directions.
  - Two professional references - See website for directions.
  - CV/Résumé
9. Application fee

### International Students

International students and students for who English is not their primary language there are additional requirements: Submit TOEFL-iBT with a required total minimum score of 80 with at least 20 for each section.

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## Nursing Courses Undergraduate

Following are undergraduate nursing courses, listed in alphanumeric order.

The university reserves the right to cancel courses for insufficient enrollment.

P = prerequisite R = recommended C = co-requisite

### NURS-B 216 Nursing Pharmacology (2 cr.) P:

ANAT-A 215, PHSL-P 215. This course focuses on the physiological actions of drugs and their therapeutic use; the nurse's role in administering drugs, and the need for continuous study of drug therapy.

### NURS-B 231 Communication for Health Care

**Professionals: RN to BSN (3 cr.)** Note: this course must be taken in the first semester for RN to BSN Students.

This course addresses professional communication, inter/intra professional collaboration, and professional engagement to foster growth and development in nursing. This course also focuses on issues related to professional practice, theory, development and use, professional organization participation, service, continuing education, autonomy and accountability.

**NURS-B 232 Introduction to the Discipline of Nursing: Theory, Practice, Research (2 cr.)** This course focuses on the core theoretical concepts of nursing practice: health, wellness, illness, holism, caring environment, self-care, uniqueness of persons, interpersonal relationships, and decision-making. This course helps the student understand nursing's unique contribution to meeting societal needs through integrating theory, research and practice.

**NURS-B 244 Comprehensive Health Assessment (2 cr.)** C: NURS-B 245. This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

**NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.)** C: NURS-B 244. Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

**NURS-B 248 Science and Technology of Nursing (3 cr.)** C: NURS-B 249. This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span.

**NURS-B 249 Science and Technology of Nursing: Practicum (2 cr.)** C: NURS-B 248. Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span.

**NURS-B 252 Pathophysiology (3 cr.)** P: ANAT-A 215, PHSL-P 215. This course focuses on the development of student understanding of alterations in normal human physiological functioning. Students will explore alterations of health and related basic diagnostic tests related to the management of selected alterations.

**NURS-B 304 Professional Nursing Seminar 1: 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. This course is restricted to RN to BSN students only.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-B 404 Professional Nursing Seminar 2: 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. This course is restricted to RN to BSN students only.

**NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.)** P: All sophomore-level courses. C: NURS-H 352. This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of the brain-body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

**NURS-H 352 Alterations in Neuro-Psychological Health: Practicum (2 cr.)** C: NURS-H 351. Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and small groups in supervised settings such as acute care, community-based, transitional, and/or the home.

**NURS-H 353 Alterations in Health I (3 cr.)** P: All sophomore-level courses. C: NURS-H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem solving skills to plan interventions appropriate to health care needs.

**NURS-H 354 Alterations in Health I: Practicum (2 cr.)** C: NURS-H 353. Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Student will engage clients in a variety of settings to address alteration in health functioning, identify health care needs, and determine the effectiveness of interventions given expected care outcomes.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-H 361 Alterations in Health II (3 cr.)** P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

**NURS-H 362 Alterations in Health II: Practicum (2 cr.)** C: NURS-H 361, P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354 and all sophomore courses. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage

clients in a variety of settings to address alterations in health functioning.

**NURS-H 363 The Developing Family and Child (4 cr.)** C: NURS-H 364. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child raising phases of family development. Factors dealing with preserving, promoting, and restoring health status of family members will be emphasized.

**NURS-H 364 The Developing Family and Child: Practicum (2 cr.)** C: NURS-H 363. Students will have the opportunity to work with childbearing and child raising families, including those experiencing alterations in health.

**NURS-H 365 Nursing Research (2 cr.)** C: NURS-H 361, NURS-H 362, NURS-H 363, NURS-H 364. This course is 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-I 630 Introduction to Nursing Informatics (3 cr.)** This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes clarification of the concepts of nursing, technology, and information management. In addition, the course also explores the theoretical underpinnings of nursing informatics and the practice of nursing informatics.

**NURS-J 360/K 490 Operating Room Nursing/Peri-operative Nursing (lecture -- 2 cr., clinical -- 2 cr. cr.)** This course is designed to enable the student to participate in the professional and technical components of peri-operative nursing practice with supervision. Learning opportunities include care of the patient undergoing the stress of surgery in the pre-, intra-, and post-operative phases. The student participates as a member of the surgical team in the circulating and scrub nurse's role. The student will also participate in the care of the patient pre-operatively by doing admission assessments.

**NURS-J 595 Nursing Administrative Elective (3 cr.)** This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of Nursing Administration.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-K 304 Nursing Specialty Elective (3 cr.)** This course allows the RN to BSN student to apply nationally recognized specialty nursing knowledge and skills to the BSN degree, through a portfolio or independent study approach. National specialty standards will be used to

devise learning objectives, implementation and evaluation plan. This course is restricted to RN to BSN students only.

**NURS-K 305 New Innovation 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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-K 415 Special Needs Children in the Community (2-4 cr.)** This course focuses on children with special health needs in the community setting. Concepts of growth and development will be explored in relationship to the identified health needs. Principles of health education, health maintenance, and health promotion will be integrated in the experiential component of the course.

**NURS-K 432 Korean Culture and Healthcare (1 cr.)** This course provides a forum for students to explore Korean culture in terms of history, culture, language, business, foods, traditions, perspectives, and healthcare. Students interact with their peers from a Korean University.

**NURS-K 433 Korean Culture and Healthcare: Practicum (2 cr.)** This 2-week cultural immersion experience is based at a school of nursing in South Korea. Students will participate in classroom, laboratory, clinical, cultural and leisure time activities with Korean students. Prerequisites: Must be a student in good standing in the IU School of Nursing, successfully complete the Korean Culture & Healthcare course, and be selected to participate.

**NURS-K 440 Critical Care Elective (2 cr.)** P: Sophomore and junior level courses. Students will hear presentations from physicians and advanced practice nurses and participate in discussions related to critical care concepts and hemodynamic monitoring.

**NURS-K 490 Clinical Nursing Elective (1-6 cr.)** P: Consent of instructor. S/F graded. Planned and supervised clinical experience in an area of concentration.

**NURS-K 492 Nursing Elective (1-6 cr.)** P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-L 530 Legal Environment of Health Care (3 cr.)** This course further develops the ability to analyze, synthesize, and utilize knowledge related to the complex and interdependent legal environment of health care. This is accomplished through a variety of experiences including formal lecture, seminars, clinical experiences, and independent study.

**NURS-L 574 Administrative Management (3 cr.)** This course encompasses concepts, theories, perspectives,

and research relevant to administration of nursing services. Emphasis on management principles and organizational processes related to patient care delivery systems. Examines contemporary literature in nursing and business.

**NURS-L 579 Nursing Administration Practicum (3 cr.)**

This course is a practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes Web-supported communication. P: Must complete all core and administration track courses except R590 Nursing Study which can be taken concurrently to after completion of the practicum.

**NURS-L 671 Financial Management (3 cr.)** This course is designed to inform nurses of the concepts and principles related to budget preparation and fiscal management of a nursing unit or division. Constructs to be examined include the following: methods of obtaining personnel input, estimating costs, and cost justification.

**NURS-N 502 Nursing Theory (3 cr.)** This course focuses on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, research and best practice are explored.

**NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)** This course addresses core competencies such as leadership, professional role, health care economics, policy, and law and ethics that are essential to all advanced nursing practice roles and health care in complex systems.

**NURS-P 216 Pharmacology (3 cr.)** This course focuses on basic principles of pharmacology. 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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-R 500 Nursing Research (3 cr.)** This course provides a survey of research in nursing, including critique of research literature, research designs, sampling, data collection and measurement strategies, relation of research and theory, development of researchable problems, and theory utilization.

**NURS-R 505 Measurement and Data Analysis (3 cr.)** This course analyzes principles and application of data analysis, descriptive, inferential, and multivariate statistics. Considers the research purpose and phenomenon under study as determinants of measurement techniques and data analysis. The purpose, assumptions, and limitations of statistics will be presented. Tools and techniques for data presentation and analysis will be utilized. Introductory Item Response Theory will be explored. These topics will be considered from the perspective of research in nursing and health care.

**NURS-R 590 Nursing Study (3 cr.)** This course is a guided experience in identifying a researchable problem and in developing and implementing a research proposal.

**NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.)** P: All Sophomore and Junior level courses. C: NURS-S 471, NURS-S

472, NURS-S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multisystem alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

**NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.)** C: NURS-S 470, NURS-S 472, NURS-S 473. The students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

**NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.)** P: All junior level courses. C: NURS-S 470, NURS-S 471, NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

**NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.)** C: NURS-S 470, NURS-S 471, NURS-S 472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

**NURS-S 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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-S 475 A Multi-System Approach to the Health of the Community: RN to 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. This course is restricted to RN to BSN students only.

**NURS-S 481 Nursing Management (2 cr.)** P: All Sophomore, Junior, and First Semester Senior level courses. C: NURS-S 481, NURS-S 482, NURS-S 483, NURS-S 485. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

**NURS-S 482 Nursing Management: Practicum (2 cr.)** C: NURS-S 481, NURS-S 483, NURS-S 485. Students will

have the opportunity to apply professional management skills in a variety of nursing leadership roles.

**NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)**

C: NURS-S 481, NURS-S 482, NURS-S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

**NURS-S 485 Professional Growth and Employment (3 cr.)**

C: NURS-S 481, NURS-S 482, NURS-S 483. 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 life-long learning.

**NURS-S 487 Nursing Management: RN to 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. This course is restricted to RN to BSN students only.

**NURS-T 615 Curriculum in Nursing (3 cr.)** This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined.

**NURS-T 617 Evaluation in Nursing (3 cr.)** This course integrates concepts of assessment and evaluation into a nursing framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

**NURS-T 619 Computer Technologies for Nurse Educators (3 cr.)** This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use, and integration of computer technologies in nursing education programs.

**NURS-T 670 Teaching in Nursing (3 cr.)** This course provides seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction.

**NURS-T 675 Nursing Elective (3 cr.)** This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of nursing education.

**NURS-T 679 Nursing Education Practicum (3 cr.)** This course is a capstone practicum experience designed for application, demonstration and synthesis of theory and competencies related to the role of nurse educator. Learning experiences are planned and negotiated to

meet individual learning goals in the context of preceptor-supervised experiences in classroom and/or clinical health care practice settings. P: Must complete all core and education track courses except NURS-R 590 Nursing Study which can be taken concurrently or after completion of the practicum.

**NURS-Y 510 Advanced Practice Concepts 1 (3 cr.)**

This course analyzes selected nursing concepts and related research with a focus on ethics, human diversity and social issues including genomics and genetics as well as health promotion and disease prevention including select pathophysiology, pharmacology, and health assessment. Course investigates the advanced practice nurse role in population health and public health science. Relationship of concepts to advanced practice models is explored.

**NURS-Y 520 Advanced Practice Concepts 2 (3 cr.)**

This course analyzes selected nursing concepts and related research with a focus on health care policy, organization of health care delivery systems, health care financing and health care economics and the impact of quality and safety on these concepts. Relationship of concepts to advanced practice models is explored.

**NURS-Z 490 Clinical Experience in Nursing (1-6 cr.)** P: consent of instructor. S/F graded. Planned and supervised clinical experiences in the area of the student's major interest.

**NURS-Z 492 Individual Study in Nursing (1-6 cr.)**

P: Consent of instructor. Opportunity for the student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

## Nursing Courses Graduate

**NURS-B 216 Nursing Pharmacology (2 cr.)**

P: ANAT-A 215, PHSL-P 215. This course focuses on the physiological actions of drugs and their therapeutic use; the nurse's role in administering drugs, and the need for continuous study of drug therapy.

**NURS-B 231 Communication for Health Care**

**Professionals: RN to BSN (3 cr.)** Note: this course must be taken in the first semester for RN to BSN Students. This course addresses professional communication, inter/intra professional collaboration, and professional engagement to foster growth and development in nursing. This course also focuses on issues related to professional practice, theory, development and use, professional organization participation, service, continuing education, autonomy and accountability.

**NURS-B 232 Introduction to the Discipline of Nursing: Theory, Practice, Research (2 cr.)**

This course focuses on the core theoretical concepts of nursing practice: health, wellness, illness, holism, caring environment, self-care, uniqueness of persons, interpersonal relationships, and decision-making. This course helps the student understand nursing's unique contribution to meeting societal needs through integrating theory, research and practice.

**NURS-B 244 Comprehensive Health Assessment (2 cr.)**

C: NURS-B 245. This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The

process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

**NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.)** C: NURS-B 244. Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

**NURS-B 248 Science and Technology of Nursing (3 cr.)** C: NURS-B 249. This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span.

**NURS-B 249 Science and Technology of Nursing: Practicum (2 cr.)** C: NURS-B 248. Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span.

**NURS-B 252 Pathophysiology (3 cr.)** P: ANAT-A 215, PHSL-P 215. This course focuses on the development of student understanding of alterations in normal human physiological functioning. Students will explore alterations of health and related basic diagnostic tests related to the management of selected alterations.

**NURS-B 304 Professional Nursing Seminar 1: 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. This course is restricted to RN to BSN students only.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-B 404 Professional Nursing Seminar 2: 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. This course is restricted to RN to BSN students only.

**NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.)** P: All sophomore-level courses. C: NURS-H 352. This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of the brain-body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

**NURS-H 352 Alterations in Neuro-Psychological Health: Practicum (2 cr.)** C: NURS-H 351. Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and small groups in supervised settings such as acute care, community-based, transitional, and/or the home.

**NURS-H 353 Alterations in Health I (3 cr.)** P: All sophomore-level courses. C: NURS-H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem solving skills to plan interventions appropriate to health care needs.

**NURS-H 354 Alterations in Health I: Practicum (2 cr.)** C: NURS-H 353. Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Student will engage clients in a variety of settings to address alteration in health functioning, identify health care needs, and determine the effectiveness of interventions given expected care outcomes.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-H 361 Alterations in Health II (3 cr.)** P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

**NURS-H 362 Alterations in Health II: Practicum (2 cr.)** C: NURS-H 361, P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354 and all sophomore courses. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

**NURS-H 363 The Developing Family and Child (4 cr.)** C: NURS-H 364. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child raising phases of family development. Factors dealing with preserving, promoting, and restoring health status of family members will be emphasized.

**NURS-H 364 The Developing Family and Child: Practicum (2 cr.)** C: NURS-H 363. Students will have

the opportunity to work with childbearing and child raising families, including those experiencing alterations in health.

**NURS-H 365 Nursing Research (2 cr.)** C: NURS-H 361, NURS-H 362, NURS-H 363, NURS-H 364. This course is 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-I 630 Introduction to Nursing Informatics (3 cr.)** This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes clarification of the concepts of nursing, technology, and information management. In addition, the course also explores the theoretical underpinnings of nursing informatics and the practice of nursing informatics.

**NURS-J 360/K 490 Operating Room Nursing/Peri-operative Nursing (lecture -- 2 cr., clinical -- 2 cr. cr.)** This course is designed to enable the student to participate in the professional and technical components of peri-operative nursing practice with supervision. Learning opportunities include care of the patient undergoing the stress of surgery in the pre-, intra-, and post-operative phases. The student participates as a member of the surgical team in the circulating and scrub nurse's role. The student will also participate in the care of the patient pre-operatively by doing admission assessments.

**NURS-J 595 Nursing Administrative Elective (3 cr.)** This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of Nursing Administration.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-K 304 Nursing Specialty Elective (3 cr.)** This course allows the RN to BSN student to apply nationally recognized specialty nursing knowledge and skills to the BSN degree, through a portfolio or independent study approach. National specialty standards will be used to devise learning objectives, implementation and evaluation plan. This course is restricted to RN to BSN students only.

**NURS-K 305 New Innovation 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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-K 415 Special Needs Children in the Community (2-4 cr.)** This course focuses on children with special health needs in the community setting. Concepts of growth

and development will be explored in relationship to the identified health needs. Principles of health education, health maintenance, and health promotion will be integrated in the experiential component of the course.

**NURS-K 432 Korean Culture and Healthcare (1 cr.)** This course provides a forum for students to explore Korean culture in terms of history, culture, language, business, foods, traditions, perspectives, and healthcare. Students interact with their peers from a Korean University.

**NURS-K 433 Korean Culture and Healthcare: Practicum (2 cr.)** This 2-week cultural immersion experience is based at a school of nursing in South Korea. Students will participate in classroom, laboratory, clinical, cultural and leisure time activities with Korean students. Prerequisites: Must be a student in good standing in the IU School of Nursing, successfully complete the Korean Culture & Healthcare course, and be selected to participate.

**NURS-K 440 Critical Care Elective (2 cr.)** P: Sophomore and junior level courses. Students will hear presentations from physicians and advanced practice nurses and participate in discussions related to critical care concepts and hemodynamic monitoring.

**NURS-K 490 Clinical Nursing Elective (1-6 cr.)** P: Consent of instructor. S/F graded. Planned and supervised clinical experience in an area of concentration.

**NURS-K 492 Nursing Elective (1-6 cr.)** P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-L 530 Legal Environment of Health Care (3 cr.)** This course further develops the ability to analyze, synthesize, and utilize knowledge related to the complex and interdependent legal environment of health care. This is accomplished through a variety of experiences including formal lecture, seminars, clinical experiences, and independent study.

**NURS-L 574 Administrative Management (3 cr.)** This course encompasses concepts, theories, perspectives, and research relevant to administration of nursing services. Emphasis on management principles and organizational processes related to patient care delivery systems. Examines contemporary literature in nursing and business.

**NURS-L 579 Nursing Administration Practicum (3 cr.)** This course is a practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes Web-supported communication. P: Must complete all core and administration track courses except R590 Nursing Study which can be taken concurrently to after completion of the practicum.

**NURS-L 671 Financial Management (3 cr.)** This course is designed to inform nurses of the concepts and principles related to budget preparation and fiscal management of a nursing unit or division. Constructs to be examined include the following: methods of obtaining personnel input, estimating costs, and cost justification.

**NURS-N 502 Nursing Theory (3 cr.)** This course focuses on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, research and best practice are explored.

**NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)** This course addresses core competencies such as leadership, professional role, health care economics, policy, and law and ethics that are essential to all advanced nursing practice roles and health care in complex systems.

**NURS-P 216 Pharmacology (3 cr.)** This course focuses on basic principles of pharmacology. 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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-R 500 Nursing Research (3 cr.)** This course provides a survey of research in nursing, including critique of research literature, research designs, sampling, data collection and measurement strategies, relation of research and theory, development of researchable problems, and theory utilization.

**NURS-R 505 Measurement and Data Analysis (3 cr.)** This course analyzes principles and application of data analysis, descriptive, inferential, and multivariate statistics. Considers the research purpose and phenomenon under study as determinants of measurement techniques and data analysis. The purpose, assumptions, and limitations of statistics will be presented. Tools and techniques for data presentation and analysis will be utilized. Introductory Item Response Theory will be explored. These topics will be considered from the perspective of research in nursing and health care.

**NURS-R 590 Nursing Study (3 cr.)** This course is a guided experience in identifying a researchable problem and in developing and implementing a research proposal.

**NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.)** P: All Sophomore and Junior level courses. C: NURS-S 471, NURS-S 472, NURS-S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multisystem alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

**NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.)** C: NURS-S 470, NURS-S 472, NURS-S 473. The students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

**NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.)** P: All junior level courses. C:

NURS-S 470, NURS-S 471, NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

**NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.)** C: NURS-S 470, NURS-S 471, NURS-S 472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

**NURS-S 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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-S 475 A Multi-System Approach to the Health of the Community: RN to 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. This course is restricted to RN to BSN students only.

**NURS-S 481 Nursing Management (2 cr.)** P: All Sophomore, Junior, and First Semester Senior level courses. C: NURS-S 481, NURS-S 482, NURS-S 483, NURS-S 485. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

**NURS-S 482 Nursing Management: Practicum (2 cr.)** C: NURS-S 481, NURS-S 483, NURS-S 485. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

**NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)** C: NURS-S 481, NURS-S 482, NURS-S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

**NURS-S 485 Professional Growth and Employment (3 cr.)** C: NURS-S 481, NURS-S 482, NURS-S 483. 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 life-long learning.

**NURS-S 487 Nursing Management: RN to 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. This course is restricted to RN to BSN students only.

**NURS-T 615 Curriculum in Nursing (3 cr.)** This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined.

**NURS-T 617 Evaluation in Nursing (3 cr.)** This course integrates concepts of assessment and evaluation into a nursing framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

**NURS-T 619 Computer Technologies for Nurse Educators (3 cr.)** This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use, and integration of computer technologies in nursing education programs.

**NURS-T 670 Teaching in Nursing (3 cr.)** This course provides seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction.

**NURS-T 675 Nursing Elective (3 cr.)** This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of nursing education.

**NURS-T 679 Nursing Education Practicum (3 cr.)** This course is a capstone practicum experience designed for application, demonstration and synthesis of theory and competencies related to the role of nurse educator. Learning experiences are planned and negotiated to meet individual learning goals in the context of preceptor-supervised experiences in classroom and/or clinical health care practice settings. P: Must complete all core and education track courses except NURS-R 590 Nursing Study which can be taken concurrently or after completion of the practicum.

**NURS-Y 510 Advanced Practice Concepts 1 (3 cr.)** This course analyzes selected nursing concepts and related research with a focus on ethics, human diversity and social issues including genomics and genetics as well as health promotion and disease prevention including select pathophysiology, pharmacology, and health assessment. Course investigates the advanced practice nurse role in

population health and public health science. Relationship of concepts to advanced practice models is explored.

**NURS-Y 520 Advanced Practice Concepts 2 (3 cr.)** This course analyzes selected nursing concepts and related research with a focus on health care policy, organization of health care delivery systems, health care financing and health care economics and the impact of quality and safety on these concepts. Relationship of concepts to advanced practice models is explored.

**NURS-Z 490 Clinical Experience in Nursing (1-6 cr.)** P: consent of instructor. S/F graded. Planned and supervised clinical experiences in the area of the student's major interest.

**NURS-Z 492 Individual Study in Nursing (1-6 cr.)**

P: Consent of instructor. Opportunity for the student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

## Department of Public Administration and Health Management

**Interim Dean:** Susan Sciame-Giesecke **Graduate**

**Program Director:** Karl Besel

**Professors:** Robert Dibie **Associate Professors:** Karl Besel

**Assistant Professors:** David Tataw

**Mission** The Department of Public Administration and Health Management (PAHM) is a multidisciplinary unit of Indiana University Kokomo and it is organized as a professional division. It is the mission of PAHM to prepare tomorrow's leaders through innovative education, to solve complex problems through interdisciplinary research, and to enrich society through professional service. The Department of Public Administration and Health Management at Indiana University Kokomo defines the mission of both undergraduate and graduate programs in terms of its responsibility to the profession of public administration and health management; to the public, non-profit, and community organizations which the field supports; to the university and its diverse students; and to the national and international communities they all serve.

PAHM's teaching mission is defined in terms of the role the department plays in enabling current and future public servants to develop skills necessary to address challenges posed in public management, health management, and administration in nonprofit organizations, governance, policy-making, implementation, and organizational effectiveness. PAHM strives to orient its students to the public interest, humanistic acumen, personal contribution and to the client/citizens, not merely to technical outcomes. In its service mission role, PAHM strives to fulfill the ideal of public service as an example to the profession and to its students as a means to continued personal development as faculty, to provide leadership, technical support, and mentoring in a manner that recognizes social interdependence, democratic ideals, and the needs of social justice. Through its research mission, PAHM strives to meaningfully address the body of social knowledge and experience through interpretation, re-interpretation, and creative insight. We accept the responsibility for helping to create standards of excellence and conduct for the profession of public administration

both nationally and internationally. We are especially concerned with knowledge that promotes a functional and responsible praxis of thought and action in the classroom, in the work environment, and in the society within which they co-exist. Overall, PAHM strives to develop student sensibilities to a wide variety of human, social and organizational realities, which assist public and nonprofit organizations in formulating and achieving responsible social change.

**Goals** As an integral part of the university, IU Kokomo PAHM is committed to providing an academic and social environment for its majors that will develop in each student:

1. A basic understanding of the institutions, processes, and actors in the public administration and health management arenas, with special appreciation of the problems and responsibilities of dispensing public governance, public policy, and health management in a democratic social order.
2. A basic understanding of world public administration and health management so as to provide an appreciation of global diversity and to provide a contrast and comparison to the American system.
3. Strong writing, verbal, and analytical skills that will facilitate successful employment inside and/or outside the public management and criminal justice systems and general life-long learning.
4. A sense of professionalism that will assist the student in being a success in his/her post-graduation endeavors. In the context of these goals, IU Kokomo PAHM department offers course work leading to:

- Bachelor of Science in Public Administration (B.S.P.A.)
- Graduate Certificate in Public Management
- Graduate Certificate in Health Management
- Master of Public Management (MPM) with concentration in Public Management and Policy
- Master of Public Management (MPM) with concentration in Health Management

## Majors/Minors

### Undergraduate Degrees

- Bachelor of Science in Public Administration with concentrations in:
  - Health Management
  - Public Administration

### Master Degrees

- Master of Public Management

### Certificate Program

- Graduate Certificate in Health Management
- Graduate Certificate in Public Management

### Courses

- Undergraduate Courses
- Graduate Courses

## Public Administration

Students with a Bachelor of Science in Public Administration (B.S.P.A.) degree can continue their education in law, planning, policy analysis, or business

administration. For those who choose immediate employment, the degree is flexible enough to provide the necessary background to begin a career in the public or nonprofit sector. The B.S.P.A. requires 120 credit hours. The B. S. in Public Administration degree includes a Health Administration track, and a Public Management track.

### Degree Requirements

The program includes three main areas: general education, core courses in the major area, and general electives.

**General Education Core:** Unless otherwise indicated, all courses require a C or better. Graduates of the PAHM undergraduate program must fulfill all of the General Education requirements as passed by the Faculty Senate. These general education requirements are effective with the Fall 2012 admitted students and are found elsewhere in this bulletin.

### Information Literacy/Communication Skills (3 Courses Required)

- ENG-W 131 Elementary Composition I (3 cr)
- ENG-W 132 Elementary Composition II (3 cr)
- SPCH-S 121 Public Speaking, SPCH-S 223 Business Professional, or SPCH-S 229

### Discussion Group Methods (3 cr)

### Humanities and Social Sciences (5 Courses Required)

- HIST-H 105 American History I (3 cr)
- HIST-H 106 American History II (3 cr)

### PLUS Three (3) additional courses from at least two (2) the following subject areas:

Afro-American Literature, Comparative Literature, English, Folklore, Foreign Languages and Literature, History, Musicology and Music History, Philosophy, Religious Studies, Speech, Theater and Drama Social Sciences (6 Courses Required)

- POLS-Y 103 Introduction to American Politics (3 cr)
- ECON-E 201 Introduction to Microeconomics (3 cr)
- ECON-E 202 Introduction to Microeconomics (3 cr)

### PLUS Three (3) additional courses from the following subject areas: (3 cr each)

- Anthropology, Geography, Journalism, Linguistics, Political Science (not Y 103), Psychology, Sociology, Telecommunications, Women's Studies, Natural Sciences (2 to 4 courses of more than 1 credit each from the following list for a minimum of 10 credit hours. One course must have an associated lab.)
- Biology: BIOL-L 100, Humans and the Biological World (5 cr.) OR BIOL-L 101 OR BIOL-L 102 OR
- Earth Science: GEOG G 107, Physical Systems of the Environment (3 cr.) OR
- Physics: PHY-P 100, Physics in the Modern World (5 cr); PHY-P 201, General Physics I (5 cr.); PHY-P 202 General Physics II (5 cr.) OR
- Chemistry: CHEM-C 100, The World of Chemistry (3 cr.), CHEM-C 120, Chemistry Lab (2 cr.), CHEM-C 101, Elementary Chemistry I (3 cr.), CHEM-C, 121 Elementary Chemistry Lab I (2 cr.), CHEM-C

102, Elementary Chemistry II (3 cr.), CHEM-C 122, Elementary Chemistry Lab II (2 cr.) OR

- Geology: GEOG-G 111, General Geology (5 cr.), GEOG-G 112 Historical Geology (5 cr.).

**Quantitative Methods (4 courses for a minimum of 12 credit hours.)**

**Mathematics: (2 Math Courses Required)**

- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Brief Survey of Calculus (C- or better) or
- MATH-M 125 Pre-Calculus (3 cr.)
- MATH-M 215 Calculus I (3 cr.) (C- or better)

**Statistics:**

- PSY-K 300 (Psychology) Statistical Techniques (3 cr.)

**Computers:**

- CSCI-C 100 Computing Tools (1 cr.) (Pre-requisite of C 106)
- CSCI-C 106 Intro to Computers and Their Use (3 cr.)

**Diversity (One course from the following list)**

- PAHM-V 130 Representative Bureaucracy and Social Equity (3 cr.)
- CJHS-J 355 Global Criminal Justice Perspective (3 cr.)
- BUS-D 301 International Business Environment (3 cr.)
- EDUD-M 300 Multicultural Education (3 cr.)
- SPCH-S 427 Cross Cultural Communication (3 cr.)
- SPCH-S 302 Rhetoric and Society (3 cr.)
- NURS-B 233 Health and Wellness (4 cr.)
- FOLK-F 101 Introduction to Folklore (3 cr.)
- HSS-F 200 Foreign Travel - Study Broad (3 cr.)
- SPAN-S 311 Spanish Grammar (3 cr.)

**Core Concentration – Students must have an average of 2.5 or higher in the core and concentration courses.**

- PAHM-V 100 Student Transition (1 cr.)

**Public Administration Core (8 Courses)**

- PAHM-E 272 Introduction to Environmental Science (3 cr.)
- PAHM-V 171 Introduction to Public Administration (3 cr.) prerequisite for all other public admin courses
- PAHM-V 263 Public Management (3 cr.)
- PAHM-V 264 Urban Structure and Policy (3 cr.)
- PAHM-V 373 Human Resources Management in the Public Sector (3 cr.)
- PAHM-V 372 Government Finance and Budgets (3 cr.)
- PAHM-V 376 Law and Public Policy (3 cr.)
- PAHM-V 378 Public Policy Processes in the United States (3 cr.)

**Tracks (SELECT ONE - Health Administration or Public Management)**

**Health Administration Major – (Track 1)**

**Requirements: 10 courses from the following, chosen in consultation with PAHM faculty/advisor.**

- PAHM-H 120 Contemporary Health Issues (3 cr.)
- PAHM-V 241 Management Foundations and Approaches (3 cr.)
- PAHM-H 320 Health Systems Administration (3 cr.)
- PAHM-H 322 Principles of Epidemiology (3 cr.)
- PAHM-H 352 Health Finance and Budgeting (3 cr.)
- PAHM-H 354 Health Economics (3 cr.)
- PAHM-H 365 Health Administration Practicum (3 cr.)
- PAHM-H 371 Human Resource Management in Healthcare (3 cr.)
- PAHM-H 401 Strategic Planning for Health Care Organization (3 cr.)
- PAHM-H 402 Hospital Administration (3 cr.)
- PAHM-H 411 Chronic and Long-Term Care Administration (3 cr.)
- PAHM-H 415 Seminar in Health Policy (3 cr.)
- PAHM-H 416 Environmental Health Policy (3 cr.)
- PAHM-H 432 Health Care Marketing (3 cr.)
- PAHM-H 441 Legal Aspects of Health Care (3 cr.)
- PAHM-H 455 Topics in Public Health (3 cr.)
- PAHM-H 456 Health Care Reimbursement (3 cr.)
- PAHM-H 474 Health Administration Ethics (3 cr.)
- PAHM-H 455 Topics in Public Health (3 cr.)
- PAHM-H 492 Global Health Issues and Management (3 cr.)
- PAHM-H 495 Health Care Quality Management (3 cr.)
- PAHM-H 496 Health Care Project Management (3 cr.)

**Public Management Major (Track 2)**

**Requirements: 10 courses from the following, chosen in consultation with PAHM faculty/advisor.**

- PAHM-V 241 Management Foundations and Approaches (3 cr.)
- PAHM-V 346 Introduction to Government Accounting Financial Reporting (3 cr.)
- PAHM-V 366 Managing Behavior in Public Organizations (3 cr.)
- PAHM-V 350 Introduction to Development Administration (3 cr.)
- PAHM-V 368 Managing Government Operations (3 cr.)
- PAHM-V 370 Research Methods and Statistics (3 cr.)
- PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.)
- PAHM-V 380 Internship in Public Administration (3 cr.)
- PAHM-V 386 Case Study for Policy Analysis (3 cr.)
- PAHM-V 405 Public Law and the Legislative Process (3 cr.)
- PAHM-V 444 Public Administrative Organization (3 cr.)
- PAHM-V 460 Intergovernmental Relations (3 cr.)
- PAHM-V 490 Directed Research in Public Administration (3 cr.)

**Three (3) of the following courses (9 cr.)**

- PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.)
- PAHM-V 362 Nonprofit Management and Leadership (3 cr.)
- PAHM-V 412 Leadership and Ethics (3 cr.)
- PAHM-V 443 Managing Workforce Diversity (3 cr.)
- PAHM-V 473 Management, Leadership, and Policy (3 cr.)
- ADDITIONAL elective courses to reach 120 credit hours required for graduation.

### Health Administration Minor

**Requirements: 5 courses or 15 credit hours from the following, chosen in consultation with PAHM faculty/advisor.**

#### Core Required Courses (2 courses or 6 credits)

- PAHM-H 320 Health Systems Administration (3 cr.)
- PAHM-H 354 Health Economics (3 cr.)

#### Elective Courses (3 courses from the list or 9 credits)

- PAHM-H 352 Health Finance and Budgeting (3 cr.)
- PAHM-H 365 Health Administration Practicum (3 cr.)
- PAHM-V 373 Human Resources Management in the Public Sector (3 cr.)
- PAHM-H 401 Strategic Planning for Health Care Organizations (3 cr.)

#### Should be taken after PAHM-H-432, or similar course

- PAHM-H 402 Hospital Administration (3 cr.)
- PAHM-H 411 Long-Term Care Administration (3 cr.)
- PAHM-H 432 Health Care Marketing (3 cr.)
- PAHM-H 441 Legal Aspects of Health Care (3 cr.)
- PAHM-H 474 Health Administration Ethics (3 cr.)
- PAHM-H 455 Topics in Public Health (3 cr.)
- PAHM-H 456 Managed Care (3 cr.)

## Health Management

Students with a Bachelor of Science in Public Administration (B.S.P.A.) degree can continue their education in law, planning, policy analysis, or business administration. For those who choose immediate employment, the degree is flexible enough to provide the necessary background to begin a career in the public or nonprofit sector. The B.S.P.A. requires 120 credit hours. The B. S. in Public Administration degree includes a Health Administration track, and a Public Management track.

### Degree Requirements

The program includes three main areas: general education, core courses in the major area, and general electives.

General Education Core: Unless otherwise indicated, all courses require a C or better. Graduates of the PAHM undergraduate program must fulfill all of the General Education requirements as passed by the Faculty Senate. These general education requirements are effective with the Fall 2012 admitted students and are found elsewhere in this bulletin.

### Information Literacy/Communication Skills (3 Courses Required)

- ENG-W 131 Elementary Composition I (3 cr)

- ENG-W 132 Elementary Composition II (3 cr)
- SPCH-S 121 Public Speaking, SPCH-S 223 Business Professional, or SPCH-S 229

### Discussion Group Methods (3 cr)

### Humanities and Social Sciences (5 Courses Required)

- HIST-H 105 American History I (3 cr)
- HIST-H 106 American History II (3 cr)

### PLUS Three (3) additional courses from at least two (2) the following subject areas:

Afro-American Studies, Comparative Literature, English, Folklore, Foreign Languages and Literature, History, Musicology and Music History, Philosophy, Religious Studies, Speech, Theater and Drama Social Sciences (6 Courses Required)

- POLS-Y 103 Introduction to American Politics (3 cr)
- ECON-E 201 Introduction to Microeconomics (3 cr)
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### PLUS Three (3) additional courses from the following subject areas: (3 cr each)

- Anthropology, Geography, Journalism, Linguistics, Political Science (not Y 103), Psychology, Sociology, Telecommunications, Women's Studies, Natural Sciences (2 to 4 courses of more than 1 credit each from the following list for a minimum of 10 credit hours. One course must have an associated lab.)
- Biology: BIOL-L 100, Humans and the Biological World (5 cr.) OR BIOL-L 101 OR BIOL-L 102 OR
- Earth Science: GEOG G 107, Physical Systems of the Environment (3 cr.) OR
- Physics: PHY-P 100, Physics in the Modern World (5 cr); PHY-P 201, General Physics I (5 cr.); PHY-P 202 General Physics II (5 cr.) OR
- Chemistry: CHEM-C 100, The World of Chemistry (3 cr.), CHEM-C 120, Chemistry Lab (2 cr.), CHEM-C 101, Elementary Chemistry I (3 cr.), CHEM-C, 121 Elementary Chemistry Lab I (2 cr.), CHEM-C 102, Elementary Chemistry II (3 cr.), CHEM-C 122, Elementary Chemistry Lab II (2 cr.) OR
- Geology: GEOG-G 111, General Geology (5 cr.), GEOG-G 112 Historical Geology (5 cr.)

### Quantitative Methods (4 courses for a minimum of 12 credit hours.)

#### Mathematics: (2 Math Courses Required)

- MATH-M 118 Finite Mathematics (3 cr..)
- MATH-M 119 Brief Survey of Calculus (C- or better) or
- MATH-M 125 Pre-Calculus (3 cr.)
- MATH-M 215 Calculus I (3 cr.) (C- or better)

#### Statistics:

- PSY-K 300 (Psychology) Statistical Techniques (3 cr.)

#### Computers:

- CSCI-C 100 Computing Tools (1 cr.) (Pre-requisite of C 106)
- CSCI-C 106 Intro to Computers and Their Use (3 cr.)

### Diversity (One course from the following list)

- PAHM-V 130 Representative Bureaucracy and Social Equity (3 cr.)
- CJHS-J 355 Global Criminal Justice Perspective (3 cr.)
- BUS-D 301 International Business Environment (3 cr.)
- EDUD-M 300 Multicultural Education (3 cr.)
- SPCH-S 427 Cross Cultural Communication (3 cr.)
- SPCH-S 302 Rhetoric and Society (3 cr.)
- NURS-B 233 Health and Wellness (4 cr.)
- FOLK-F 101 Introduction to Folklore (3 cr.)
- HSS-F 200 Foreign Travel - Study Broad (3 cr.)
- SPAN-S 311 Spanish Grammar (3 cr.)

**Core Concentration – Students must have an average of 2.5 or higher in the core and concentration courses.**

- PAHM-V 100 Student Transition (1 cr.)

#### **Public Administration Core (8 Courses)**

- PAHM-E 272 Introduction to Environmental Science (3 cr.)
- PAHM-V 171 Introduction to Public Administration (3 cr.) prerequisite for all other public admin courses
- PAHM-V 263 Public Management (3 cr.)
- PAHM-V 264 Urban Structure and Policy (3 cr.)
- PAHM-V 373 Human Resources Management in the Public Sector (3 cr.)
- PAHM-V 372 Government Finance and Budgets (3 cr.)
- PAHM-V 376 Law and Public Policy (3 cr.)
- PAHM-V 378 Public Policy Processes in the United States (3 cr.)

#### **Tracks (SELECT ONE - Health Administration or Public Management)**

##### **Health Administration Major – (Track 1)**

**Requirements: 10 courses from the following, chosen in consultation with PAHM faculty/advisor.**

- PAHM-H 120 Contemporary Health Issues (3 cr.)
- PAHM-V 241 Management Foundations and Approaches (3 cr.)
- PAHM-H 320 Health Systems Administration (3 cr.)
- PAHM-H 322 Principles of Epidemiology (3 cr.)
- PAHM-H 352 Health Finance and Budgeting (3 cr.)
- PAHM-H 354 Health Economics (3 cr.)
- PAHM-H 365 Health Administration Practicum (3 cr.)
- PAHM-H 371 Human Resource Management in Healthcare (3 cr.)
- PAHM-H 401 Strategic Planning for Health Care Organization (3 cr.)
- PAHM-H 402 Hospital Administration (3 cr.)
- PAHM-H 411 Chronic and Long-Term Care Administration (3 cr.)
- PAHM-H 415 Seminar in Health Policy (3 cr.)
- PAHM-H 416 Environmental Health Policy (3 cr.)
- PAHM-H 432 Health Care Marketing (3 cr.)
- PAHM-H 441 Legal Aspects of Health Care (3 cr.)
- PAHM-H 455 Topics in Public Health (3 cr.)
- PAHM-H 456 Health Care Reimbursement (3 cr.)
- PAHM-H 474 Health Administration Ethics (3 cr.)
- PAHM-H 455 Topics in Public Health (3 cr.)

- PAHM-H 492 Global Health Issues and Management (3 cr.)
- PAHM-H 495 Health Care Quality Management (3 cr.)
- PAHM-H 496 Health Care Project Management (3 cr.)

##### **Public Management Major (Track 2)**

**Requirements: 10 courses from the following, chosen in consultation with PAHM faculty/advisor.**

- PAHM-V 241 Management Foundations and Approaches (3 cr.)
- PAHM-V 346 Introduction to Government Accounting Financial Reporting (3 cr.)
- PAHM-V 366 Managing Behavior in Public Organizations (3 cr.)
- PAHM-V 350 Introduction to Development Administration (3 cr.)
- PAHM-V 368 Managing Government Operations (3 cr.)
- PAHM-V 370 Research Methods and Statistics (3 cr.)
- PAHM-V 379 Performance Measurement and Program Evaluation (3 cr.)
- PAHM-V 380 Internship in Public Administration (3 cr.)
- PAHM-V 386 Case Study for Policy Analysis (3 cr.)
- PAHM-V 405 Public Law and the Legislative Process (3 cr.)
- PAHM-V 444 Public Administrative Organization (3 cr.)
- PAHM-V 460 Intergovernmental Relations (3 cr.)
- PAHM-V 490 Directed Research in Public Administration (3 cr.)

##### **Three (3) of the following courses (9 cr.)**

- PAHM-V 221 Nonprofit and Voluntary Sector (3 cr.)
- PAHM-V 362 Nonprofit Management and Leadership (3 cr.)
- PAHM-V 412 Leadership and Ethics (3 cr.)
- PAHM-V 443 Managing Workforce Diversity (3 cr.)
- PAHM-V 473 Management, Leadership, and Policy (3 cr.)
- ADDITIONAL elective courses to reach 120 credit hours required for graduation.

##### **Health Administration Minor**

**Requirements: 5 courses or 15 credit hours from the following, chosen in consultation with PAHM faculty/advisor.**

##### **Core Required Courses (2 courses or 6 credits)**

- PAHM-H 320 Health Systems Administration (3 cr.)
- PAHM-H 354 Health Economics (3 cr.)

##### **Elective Courses (3 courses from the list or 9 credits)**

- PAHM-H 352 Health Finance and Budgeting (3 cr.)
- PAHM-H 365 Health Administration Practicum (3 cr.)
- PAHM-V 373 Human Resources Management in the Public Sector (3 cr.)
- PAHM-H 401 Strategic Planning for Health Care Organizations (3 cr.)

**Should be taken after PAHM-H-432, or similar course**

- PAHM-H 402 Hospital Administration (3 cr.)
- PAHM-H 411 Long-Term Care Administration (3 cr.)
- PAHM-H 432 Health Care Marketing (3 cr.)
- PAHM-H 441 Legal Aspects of Health Care (3 cr.)
- PAHM-H 474 Health Administration Ethics (3 cr.)
- PAHM-H 455 Topics in Public Health (3 cr.)
- PAHM-H 456 Managed Care (3 cr.)

## Graduate Certificate in Public Management

**Graduate Certificate in Public Management**

This certificate is a 15 credit hours program in public affairs at the graduate level. The program is flexible enough to be adapted to the needs of pre-career and in-service individuals. Career employees of public sector agencies seeking courses in public management, especially those changing from professional or technical roles to managerial roles, will find the certificate program beneficial. Course work includes:

**Required Core Courses (9 credit hours)**

- PAHM-V 502 Public Management (3 cr.)
- PAHM-V 560 Public Finance and Budgeting (3 cr.) or PAHM-H 509 Financial Management Principles of Health Care
- PAHM-V 561 Public Human Resources Management (3 cr.)

**Electives (6 credit hours)****Two additional graduate public affairs courses approved by advisor.**

- PAHM-V 506 Statistical Analysis for Effective Decision Making
- PAHM-V 509 Administrative Ethics in the Public Sector
- PAHM-V 512 Public Policy Analysis
- PAHM-V 562 Public Program Evaluation
- PAHM-V 566 Executive Leadership
- PAHM-V 504 Public Organizations
- PAHM-V 517 Public Management Economics
- PAHM-V 540 Law and Public Affairs
- PAHM-V 561 Public Human Resource Management
- PAHM-V 525 Management in Non-Profit Sector
- PAHM-V 550 Topics in Public Affairs- Grant Administration

## Graduate Certificate in Health Management

This certificate is a 21 credit hours program in health management at the graduate level. The program is flexible enough to be adapted to the needs of pre-career and in-service individuals. Career employees of public sector agencies seeking courses in public management, especially those changing from professional or technical roles to managerial roles, will find the certificate program beneficial. Course work includes:

**Required Core Courses (18 credit hours)**

- PAHM-H 509 Financial Management Principles of Health Care

- PAHM-H 514 Health Economics
- PAHM-V 515 Seminar in Health Policy and Law
- PAHM-H 517 Managerial Epidemiology
- PAHM-V 543 Health Services Management
- PAHM-V 561 Public Human Resource Management
- PAHM-V 631 Health Application of Strategic Planning

**Electives (3 credit hours)**

- PAHM-V 550 Topics in Health Care –Environmental Health
- PAHM-V 592 Global Health Issues and Management
- PAHM-H 612 Marketing for Health Service Delivery
- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)

**Admission Requirements**

When applying for the Graduate Certificate in Public Management the following documentation is required:

1. Submit application to the PAHM office.
2. Bachelor degree from an accredited university or college with a GPA between 2.6 or 3.0.
3. Official transcript from all university or colleges attended must be submitted with the

completed application forms. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.

1. Pay a nonrefundable application fee of \$40.

Students with a GPA between 2.6 and 3.0 may be admitted to the Graduate Certificate Program in Public Management (GCPM) and on successful completion apply to the Master in Public Management (MPM) degree program. Students seeking admission to the (GCPM) do not need to take the GRE or GMAT test. These tests may be required for students applying for admission into the MPM program that exhibit undergraduate GPAs that are lower than 3.0. Subsequently, students with lower GPAs may also be expected to successfully complete two graduate level courses within the MPM program before being admitted. Applications for the Graduate Certificate in Public Management program are processed on a year-round basis for admission in any academic semester.

**Academic Standards:**

Students will be referred to the Graduate Director if their cumulative grade point average (GPA) falls below a 3.0. During this meeting the referred student will be required to develop a plan in tandem with the Graduate Director for improving their academic performance.

**Each Course Requirement:**

All graduate students are expected to earn an average grade of "B" (3.0) or higher in each course. Subsequently, students receiving a C or lower will be referred to the Graduate Director in order to develop a plan for improving their academic performance. Subsequently, the Director may recommend that a student who receives a C or lower in a particular course retake the class.

## Master in Public Management

The Master of Public Management (MPM) program provides public service managers the skills to cope with

challenging human and technical issues. It also provides a broad interdisciplinary background in the values and ethics of public management. It is designed as preparation for executive leadership positions in the public, private and nonprofit sectors. The program can be completed on either a full-time or part-time basis. Most coursework for the program is offered in the evenings to allow students to work full-time and participate in the MPM program part-time. To meet the needs of our dynamic and diverse students population, PAHM offers three avenues for graduate education: online courses, cohort programs (intensive weekend courses), and traditional courses offered on the Indiana University Kokomo campus. Online courses provide the option to complete coursework from a location of choice. Weekend cohort courses conveniently condense a semester-long course into several weekend sessions.

### Curriculum Information

The *39-credit hours* MPM with concentration in Public Management and Policy program is designed to develop leaders for public, private and nonprofit organizations and allows for expertise in public management and policy analysis. The MPM with concentration in Health Management comprise 42 credit hours. The 39 credit hours of courses require the completion of 21 hours in core courses, 12 hours in concentration areas in public management and policy analysis, 3 hours in experiential or professional requirements and 3 credit hours in electives. The Health Management concentration's *42 credit hours* require the completion of 21 hours in core courses, 12 hours in concentration areas in public management and policy analysis, 3 hours in experiential or professional requirements and 3 credit hours in electives. The elective add breadth to a chosen program, further exploration of the field of concentration, or enhance quantitative and analytical skills or administrative techniques. The experiential requirement ensures that each graduate of the MPM gains insight into the world of public service through an experience outside the classroom.

### TRACKS (SELECT ONE---Public Management and Policy or Health Management)

#### Master of Public Management (MPM) with Concentration in Public Management and Policy

##### Core Required Courses (18 Credit Hours)

- PAHM-V 502 Public Management
- PAHM-V 506 Statistical Analysis for Effective Decision Making
- PAHM-V 512 Public Policy Analysis
- PAHM-V 560 Public Finance and Budgeting
- PAHM-V 562 Public Program Evaluation
- PAHM-V 566 Executive Leadership

##### Concentration Requirements: (15 Credit Hours)

- PAHM-V 504 Public Organizations
- PAHM-V 517 Public Management Economics
- PAHM-V 540 Law and Public Affairs
- PAHM-V 561 Public Human Resource Management
- PAHM-V 509 Administrative Ethics in the Public Sector

### Electives (6 credits)

- PAHM-V 525 Management in Non-Profit Sector
- PAHM-V 550 Topics in Public Affairs- Grant Administration
- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)

#### Master of Public Management with Concentration in Health Management

##### Core Required Courses (18 Credit Hours)

- PAHM-V 502 Public Management
- PAHM-V 506 Statistical Analysis for Effective Decision Making
- PAHM-V 509 Administrative Ethics in the Public Sector
- PAHM-V 560 Public Finance and Budgeting or PAHM-H 509 Financial Management Principles of Health Care
- PAHM-V 562 Public Program Evaluation
- PAHM-V 566 Executive Leadership

##### Concentration Requirements Courses (18 Credits)

- PAHM-H 514 Health Economics
- PAHM-V 515 Seminar in Health Policy and Law
- PAHM-H 517 Managerial Epidemiology
- PAHM-V 543 Health Services Management
- PAHM-H 628 Health Care Information System
- PAHM-V 631 Health Application of Strategic Planning

##### Electives (6 Credit Hours)

- PAHM-V 550 Topics in Health Care –Environmental Health
- PAHM-V 561 Public Human Resource Management
- PAHM-V 592 Global Health Issues and Management
- PAHM-H 612 Marketing for Health Service Delivery
- PAHM-V 585 Practicum in Public Administration - (experiential or professional requirements)

MPM Students may choose any graduate course offered in the area of their interest for three credits. In addition, students may take 3 credit hours in experiential or professional requirements (PAHM-V 585). Students who do not have public management or policy analysis experience will be required to take PAHM-V 585 Practicum in Public Administration.

### MPM Application Requirements

#### Eligibility

Applicants with bachelor's degrees in any field from an accredited institution are eligible to apply for admission to the graduate programs of the School of Public and Environmental Affairs. Minimum preferred requirements for admission include a baccalaureate degree from an accredited college or university with a grade point average (GPA) of "B" (3.0) or higher. The GRE or GMAT may be required for students applying for admission into the MPM program that exhibit undergraduate GPAs that are lower than 3.0. Subsequently, students with lower GPAs may also be expected to successfully complete two graduate level courses within the MPM program before being admitted. Applications for the Graduate Certificate

in Public Management program are processed on a year-round basis for admission in any academic semester.

Subsequently, students with a GPA between 2.6 and 3.0 may be admitted to the Graduate Certificate Program in Public Management (GCPM) and on successful completion apply to the MPM degree program. Students seeking admission to the (GCPM) do not need to take the GRE or GMAT test. Applications for the MPM program are processed on a year-round basis for admission in any academic semester.

### Application Submission

Applicants should apply to a degree or certificate program and request financial assistance as early as possible before the desired semester of enrollment. All application forms must be completed and received by the PAHM office at Indiana University Kokomo.

### Admission

Each application for admission is carefully evaluated by the admissions committee. Applicants to all PAHM degree programs must do the following:

1. Submit applications to the PAHM program office.
2. Submit complete official transcripts from all colleges and universities attended. Students who have taken course work on any Indiana University campus does not need to submit an Indiana University transcript.
3. Pay a nonrefundable application fee of \$40 to IU Kokomo.
4. Submit three Application Reference letters written by individuals familiar with the applicant's activities and potential to succeed in graduate work.
5. Read carefully the applicable sections in this bulletin for any specific program or campus admission requirements.
6. Submit proof of bachelor's degree certification from an accredited institution. Students who have not completed undergraduate course work at the time of application may be admitted based on the strength of previous work, but a final transcript attesting to the award of a bachelor's degree must be submitted before the student can enroll.

### GRE Requirements

As previously mentioned, prospective students may be required to take the GRE or GMAT as a part of the application process. Information with regard to taking the GRE is available from Graduate Record Examination, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541, (609) 771-7670 or (866) 473-4373, and on the Web at [www.gre.org](http://www.gre.org).

### Academic Standards:

Students will be referred to the Graduate Director if their cumulative grade point average (GPA) falls below a 3.0. During this meeting the referred student will be required to develop a plan in tandem with the Graduate Director for improving their academic performance.

### Each Course Requirement:

All graduate students are expected to earn an average grade of "B" (3.0) or higher in each course. Subsequently, students receiving a C or lower will be referred to the

Graduate Director in order to develop a plan for improving their academic performance. Subsequently, the Director may recommend that a student who receives a C or lower in a particular course retake the class.

## Public Administration and Health Management Courses

### PAHM-E 262 Environment: Problems and Prospects

**(3 cr.)** A survey of different aspects of the interaction between humans and their environment, with an emphasis on the complex interactions within systems. Subjects discussed include population levels, natural resources, energy use, and various types of population and means of controlling them.

### PAHM-E 272 Introduction to Environmental Sciences

**(3 cr.)** Application of principles from life and physical sciences to the understanding and management of the environment. Emphasis will be placed on (1) the physical and biological restraints on resource availability and use, and (2) the technological and scientific options to solving environmental problems.

### PAHM-V 100 Current Topics in Public Affairs (1-3 cr.)

Readings and discussion of current public affairs issues and problems. May be repeated for credit.

### PAHM-V 171 Introduction to Public Administration

**(3 cr.)** Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

**PAHM-V 263 Public Management (3 cr.)** This course is an examination of 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, in particular, problems of management in a democratic, limited government system.

**PAHM-V 264 Urban Structure and Policy (3 cr.)** An introduction to urban government and policy issues. Topics include: urban government structure and policy making, the economic foundations and development of cities, demography of cities and suburbs, land-use planning, and other selected urban policy problems.

### PAHM-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.)

An introduction to government accounting, including comparison with accounting for the private sector; intended as background for the use of financial administrators. The course primarily deals with municipal accounting. Not open to students with more than seven credit hours of accounting.

### PAHM-V 348 Management Science (3 cr.)

**P: PSY-K 300 and MATH-M 118.** 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 is recommended, though not required.

### PAHM-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.

**PAHM-V 368 Managing Government Operations (3 cr.)**

P:PAHM-V 348. Application of analytical techniques to operating decisions in the public management sector. 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, and inventory assignment, transportation, and replacement decisions.

**PAHM-V 372 Government Finance and Budgets (3 cr.)**

Study of fiscal management in public agencies, including revenue administration, and fiscal federalism. Examples and applications to contemporary government decisions.

**PAHM-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 course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

**PAHM-V 380 Internship in Public and Environmental Affairs (1-6 cr.)**

Requires permission of the instructor. Open to interested majors upon approval of the 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. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

**PAHM-V 391 Honors Readings in Public and Environmental Affairs (3 cr.)** Student must be in the IU Kokomo Honors. Program. Independent readings and research.

**PAHM-V 502 Public Management (3 cr.)** Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

**PAHM-V 504 Public Organizations (3 cr.)** This course focuses on the behavior and theory of public organizations in four areas: (1) individual and groups in public organizations; (2) the design of public organizations; (3) organization environment relations, and (4) inter organizational relations.

**PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.)** Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis and analysis of variance, regression, processing of data emphasized.

**PAHM-V 509 Administrative Ethics in Public Sector (3 cr.)** Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, code of ethics, policy making, morality, politics, and whistle blowing. Case

studies and media materials will be used to illustrate these and other such issues affecting the workplace.

**PAHM-V 517 Public Management Economics (3 cr.)**

This course focuses on applications of the principles and concepts of intermediate microeconomic theory and managerial economics to public-sector management decisions and policy analysis. The course utilizes case studies with the goal of giving students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem solving orientation.

**PAHM-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 of choice.

**PAHM-V 521 The Nonprofit and Voluntary Sector (3 cr.)**

The theory, size, scope, and functions of the nonprofit and voluntary sector are covered from multiple disciplinary perspectives including historical, political, economic, and social.

**PAHM-V 524 Civil Society in Comparative Perspective (3 cr.)**

An exploration of state-society relationship in a variety of regimes and time periods. Focus on ways regimes' policies affect the existence and contribution of those nongovernmental and nonprofit organizations that stand between the individual and the state; how nonprofit organizations shape the policy agenda of a regime.

**PAHM-V 525 Management in the Nonprofit Sector (3 cr.)**

P: PAHM-V 521. An examination of nonprofit 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.

**PAHM-V 540 Law and Public Policy (3 cr.)** 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 citizens' rights, among others.

**PAHM-V 543 Health Services Management (3 cr.)** A course that integrate 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 organization theories are applied to an understanding of health care delivery settings.

**PAHM-V 545 The U.S. Health Care System (3 cr.)** An analysis of the 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. Topic includes the organization of health care delivery on federal, state, and local levels, in both public and private sectors.

**PAHM-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.

**PAHM-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.

**PAHM-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.

**PAHM-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.

**PAHM-V 561 Public Human Resources Management (3 cr.)** Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

**PAHM-V 562 Public Program Evaluation (3 cr.)** Examination of how the program of public agencies is 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.

**PAHM-V 566 Executive Leadership (3 cr.)** The course offers an in-depth examination of factors that contribute to successful executive leadership practices in a variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

**PAHM-V 585 Practicum in Public Affairs (1-6 cr.)** Students hold work assignments with public agencies. Grading is on an S/F basis.

**PAHM-V 681 Seminar in Development Policy and Management (3 cr.)** This course explores linkages among policy analysis, management models, programs, and outcomes in a variety of development efforts in the less-developed countries. The primary focus is on empirical analysis of developing countries, with some attention to U.S. domestic ventures.

## Graduate Courses

**PAHM-E 262 Environment: Problems and Prospects (3 cr.)** A survey of different aspects of the interaction between humans and their environment, with an emphasis on the complex interactions within systems. Subjects discussed include population levels, natural resources, energy use, and various types of population and means of controlling them.

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## Purdue University College of Technology

Purdue University began offering courses at IU Kokomo in the fall of 1967. The College of Technology is a system school at Purdue University. The College of Technology at Kokomo is one of ten locations around the State. Purdue College of Technology courses are taught by Purdue faculty; and mathematics, science, and general education courses are taught by local educational institutions. In Kokomo, these courses are taught by Indiana University Kokomo faculty. The College of Technology provides career educational opportunities to students whose technological interests and aptitudes are essentially application-oriented. The College of Technology produces occupationally ready college graduates with salable skills. Graduates have the potential to grow to meet technical workforce needs, primarily for Indiana business, industry, and service agencies. The College of Technology emphasizes meeting student needs through appropriate counseling, as well as through classroom and laboratory teaching and other relevant learning experiences. In addition to technical knowledge and skills, graduates also acquire verbal and written communication skills. They are also prepared to develop as responsible citizens through courses in technical fields, communications, humanities, and social sciences. Every effort is made to help the student find a job upon graduation. Purdue University is accredited by the North Central Association of Colleges and Schools. Other academic programs are accredited by the Technology Accreditation Commission of ABET,

111 Market Place, Suite 1050, Baltimore, MD 21202-4012  
Telephone: (410) 347-7700.

## Programs

Academic programs offered in Kokomo, which are continuously updated to meet these goals, are offered in the following areas:

### Bachelor of Science

Electrical and Computer Engineering Technology  
Engineering Technology  
Organizational Leadership and Supervision  
Computer and Information Technology

### Certificate Programs

Organizational Leadership Certificate  
Students in these programs are admitted to Purdue University, and are regulated and governed by Purdue policies as if they were on the West Lafayette campus.

### Partial Program Offerings

General education courses that satisfy degree requirements are available in Kokomo for other baccalaureate degrees offered by the Purdue College of Technology in West Lafayette, Indiana. For detailed information about these programs, contact the Purdue Student Services Office, Kelley Student Center 250.

For information on admission criteria, application process, academic calendar, scholarships, course information, and faculty information please see [www.purdue.edu/kokomo](http://www.purdue.edu/kokomo) or visit Purdue University College of Technology at Kokomo in room KC 250. (765) 455-9339

## ROTC

### Reserve Officer Training Corps (ROTC)

Army ROTC (Reserve Officer Training Corps offers challenging training to build confidence and character while developing leadership skills for future success. Students can participate in Army ROTC obligation-free for the first two years. Those who decide to make a commitment are further groomed for military service as an Army officer, receiving a Second Lieutenant's commission upon graduation. Qualified students willing to make the commitment are eligible for scholarships and other monies to help pay for college. For further information contact the campus Military Science advisor.

## School of Sciences

**Dean:** Christian Chauret

**Professors:** Chauret, Kasem, Ross

**Associate Professors:** Finkler, Hansen

**Assistant Professors:** Alnusair, Lindsey, Motl, Olsen, Rifai, Sullivan, Yan

**Senior Lecturers:** Gillette, Sehr

**Lecturers:** Casey, Gottemoller, Krause, Shott

**Visiting Lecturers:** Duffitt, Hampshire

**Laboratory Supervisors:** Deyo, Kinsey

**Laboratory Instructor:** Houston

### Mission

The mission of the School of Sciences is to provide students with the undergraduate academic, research,

and experiential background that will enable them to pursue meaningful careers in science, mathematics, and informatics-related fields or to meet general education or program requirements in their major. The purposeful combination of theoretical and practical educational experiences, coupled with the flexibility of the available degrees will enable students to prepare for a wide variety of graduate programs, professional schools, secondary school teaching careers, and/or entry into the workplace. Students graduating from the School of Sciences will be lifelong learners and able to make positive contributions in a world where quantitative and scientific literacy, sustainability, and environmental quality are being challenged.

### Degrees

Courses in the School of Sciences can be taken in various areas: natural sciences, mathematics, and informatics. Course descriptions and specific degree requirements for each area follow after a general discussion of curricula and degrees.

The School of Sciences offers several Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees. B.S. and B.A. degrees are four-year undergraduate degrees requiring 120 credit hours of coursework. Students wishing a greater emphasis on their major will likely opt to earn a B.S. degree in their discipline. The B.S. degrees follow the campus-wide general education curriculum. On the other hand, students wishing a greater emphasis on courses outside the School of Sciences will likely opt to earn a B.A. degree in their selected discipline. The B.A. degrees follow the general education requirements established in the past by the former School of Arts and Sciences, which has a stronger emphasis on the social sciences and humanities than the campus-wide general education curriculum.

In addition to the bachelor's degrees, the School of Sciences offer minors in biology, chemistry, environmental and earth sciences, informatics, and mathematics. Other available minors can be completed in other areas. Please consult an advisor for additional information.

The unique nature and flexibility of the School of Sciences programs enable students to tailor their degree selection to focus their studies in a particular field of interest, thus preparing themselves for a specific career or graduate school objective.

Through majors in the School of Sciences, a student may complete all of the pre-professional requirements for medicine, dentistry, chiropractic, veterinary medicine, pharmacy, or optometry in the process of earning a Bachelor's degree at IU Kokomo. See a faculty advisor for details.

In addition to the courses in the major in any of the areas of the School of Sciences, students are required to take general education courses. These are introductory courses which permit the student to gain some background in the disciplines of the former departments in Arts and Sciences — Humanities, English, Foreign Language, Psychology, Sociology, History, and Political Science, and be well positioned to function professionally in a global society and workplace. The specific general education requirements for the Bachelor of Arts degrees differ from those required for Bachelor of Science degrees. Thus, students must work closely with an academic

advisor to ensure that the appropriate general education courses are taken along with the courses required for their major.

### Additional Information

- Degree Requirements for Bachelor of Arts Degrees
- Degree Requirements for Bachelor of Science Degrees
- General Studies Degree Program

### Majors/Minors

#### Bachelors Degrees

- Bachelor of Arts in Biology
- Bachelor of Arts in Biological and Physical Sciences
- Bachelor of Arts in Chemistry
- Bachelor of Arts in Mathematics
- Bachelor of Science in Biology
- Bachelor of Science in Biological and Physical Sciences
- Bachelor of Science in Biochemistry
- Bachelor of Science in Chemistry
- Bachelor of Science in Chemical Biology
- Bachelor of Science in Informatics
- Bachelor of Science in Mathematics

#### Minors

- Biology
- Chemistry
- Environmental and Earth Sciences
- Informatics
- Mathematics

### Courses

- Undergraduate Courses

## Degree Requirements for Bachelor of Arts Degrees

General requirements for the Bachelor of Arts degrees are listed below. Specific requirements for each degree program are listed under the department information.

1. The regular matriculation requirements of Indiana University.
2. A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher. See requirements for specific degree programs.
3. English - A demonstrated ability to use written and spoken English in a correct, clear, and effective manner. This requirement will be satisfied by completing ENG-W 131 and ENG-W 132 Elementary Composition I-II with a grade of C or higher and ENG-W 350 Advanced Expository Writing or an approved intensive writing course in the major with a grade of C- or higher. These courses do not count toward the distribution or concentration requirements. A student may earn an exemption from ENG-W 131 in one of four ways: 1) scoring 3 or higher on either the AP English Language and Composition exam of the AP English Literature and Composition exam, 2) scoring 670 or higher on the verbal section of the SAT, 3) scoring 29 or higher on the English section of the ACT, or 4) scoring 8 on the IU Kokomo Placement test. Please consult the program chair of English for further information

on exemption from ENG-W 131 and further options for receiving credit through further testing.

4. Speech - Students must demonstrate a proficiency in speech by completing SPCH-S 121, Public Speaking with a grade of C or above.

5. Computer Literacy - Students must complete CSCI-C 100 Computing Tools (1 cr.) or earn exemption from this requirement by demonstrating that they have access to a computer with legal word processing, spreadsheet, and database software and that they are able to use that software.

6. Foreign Language - There is a language requirement of 6 credit hours at the 200 level (or higher) in a foreign language. The first year (100 level) in the student's first language will apply as credit toward the degree completed at IU Kokomo. (These credits may or may not apply toward degrees completed at other campuses or institutions.) First- and second-year courses in the student's first language may not be taken on the Pass/Fail option. All students who have had a foreign language before entering Indiana University are encouraged to take the College Entrance Examination Board Achievement Test in that language. Students who place into the second year or higher of a language on the test will be eligible to receive S credit for the first year upon completion of a second-year course in that language with a grade of C or better. Similarly, students who place into the second semester of a language will be eligible for S credit for the first semester upon completion of the second-semester course with a grade of C or better. International students may not receive credit for their native languages.

7. Mathematics - Students must demonstrate a proficiency in mathematics by completing MATH-M 133 Topics in Probability & Statistics and MATH-M 134 Topics in Mathematics with a grade of C- or better; or completing MATH-M 125 Precalculus or MATH-M 118 Finite Mathematics with a grade of C or better; or by completing MATH-M 119 Brief Survey of Calculus I or MATH-M 215 Calculus I with a grade of C- or better; or by scoring 620 or higher on the Mathematics SAT or 27 or higher on the Mathematics ACT.

8. General Education -

- Eight to nine credit hours in Humanities (literature, performance, and ethics).
- Thirteen credit hours in the Biological and Physical Sciences.
- Fifteen credit hours in the three different disciplines in the Social and Behavioral Sciences. Note, students should check with an advisor for specifics of general education requirements.

9. A student must complete a total of 30 credit hours in 300–400-level courses within the School of Humanities and Social Sciences and the School of Sciences, although credits may come from both schools.

10. Major - 24-48 credit hours depending on the major requirements of the specific degree program.

11. Completion of 30 of the last 60 credit hours at Indiana University Kokomo.

12. No more than 15 credit hours in courses outside the School of Humanities and Social Sciences and the School of Sciences.

13. Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May and August graduations is January 15.

## Degree Requirements for Bachelor of Science Degrees

General requirements for the Bachelor of Science degrees are listed below.

1. The regular matriculation requirements of Indiana University.
2. A minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
3. A student must complete a total of 30 credit hours in 300–400-level courses within the School of Humanities and Social Sciences and the School of Sciences, although credits may come from both schools.
4. Completion of 30 of the last 60 credit hours at Indiana University Kokomo.
5. No more than 15 credit hours in courses outside the School of Humanities and Social Sciences and the School of Sciences
6. Major - at least 40 credit hours. See requirements for specific degree programs.
7. [The campus General Education requirements](#) – found earlier in this bulletin

### Freshman Learning Communities

Indiana University Kokomo provides a unique experience for entering freshman students designed to help them acclimate to their new college environment and to get to know students in their major. The School of Sciences Freshman Learning Community course, SSC1- E 105, is a one-credit hour experience taught in the Fall of the freshman year.

## Bachelor of Arts in Biological and Physical Sciences

The Bachelor of Arts degree in Biological and Physical Sciences centers on a traditional core of courses in the natural sciences. Through academic counseling and proper course selection, students may choose a curriculum that is uniquely suited to their specific needs in the biological and physical sciences. Students may follow a very specific curriculum or they may elect to pursue a more general science education. Graduates of the program are prepared to continue their education at the graduate level of certain disciplines or to enter a health-related profession such as medicine, dentistry, optometry, or physical therapy. They may also choose to work in environmental and earth sciences or in laboratories.

### Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. General Education. Students must complete all of the requirements of the School of Sciences general education curriculum.

3. Mathematics. Students must take MATH-K 310 Statistical Techniques and one additional mathematics course (MATH-M 118, MATH-M 119, or MATH-M 215).
4. Sciences. Students must complete at least 20 credit hours at the 300-/400-level and at least 10 credit hours at the 200-level in courses from the School of Sciences.
5. A student must complete a total of 30 credit hours in 300–400-level courses within the School of Humanities and Social Sciences and the School of Sciences, although credits may come from both schools.
6. 30 of the last 60 credit hours at Indiana University Kokomo.

## Bachelor of Science in Biological and Physical Sciences

The Bachelor of Science degree in Biological and Physical Sciences also centers on a traditional core of courses in the natural sciences, but with a greater credit hour requirements in the Sciences. Through academic counseling and proper course selection, students may choose a curriculum that is uniquely suited to their specific needs in the biological and physical sciences. Students may follow a very specific curriculum or they may elect to pursue a more general science education. Graduates of the program are prepared to continue their education at the graduate level of certain disciplines or to enter a health-related profession such as medicine, dentistry, optometry, or physical therapy. They may also choose to work in environmental and earth sciences or in laboratories.

### Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum.
4. Mathematics and Informatics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.), and INFO-I 101 Introduction to Informatics (4 cr.). CSCI-C 106 (3 cr.) can replace INFO-I 101.
5. Sciences. Students must complete at least 30 credit hours at the 300-/400-level and at least 15 credit hours at the 200-level in courses from the School of Sciences. At the 200-level, at least two lab courses must be selected from two different areas (biology and physical sciences). At the 300-/400-level, at least two courses with a lab must be selected and either a capstone course or an internship is required.
6. 30 of the last 60 credit hours at Indiana University Kokomo.

## Minor in Environmental and Earth Sciences

To complete an Environmental and Earth Sciences Minor, students must complete a minimum of nineteen (19) credit hours in geology, geography, biology, chemistry, and physics with a minimum grade of C in each course.

The first eight to ten (8 to 10) credit hours are prescribed (GEOL-G 100 and a choice of either GEOG-G 107 or GEOL-G 133) and form the foundation of the higher level courses in Geology and Geography. In addition, students must complete at least three (3) credit hours of upper level course work outside of geology and geography. Finally, students must complete a minimum of two additional geology or geography electives chosen from the list of elective courses below. Students must take all the necessary pre-requisites before enrolling in courses for the minor. The following is required: GEOL-G 100 General Geology (5 cr.).

**In addition, students must take one of the following courses:** GEOG-G 107 Physical Systems of the Environment (3 cr.) or GEOL-G 133 Geology of the United States (5 cr.).

**Students must select a minimum of one course from the following list:** BIOL-L 473 Ecology (3 cr.), CHEM-C 351 Green Chemistry and Sustainability Sciences (4 cr.), CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3 cr.), CHEM-C 390 Environmental Science (3 cr.), or PHYS-P 310. Environmental Physics.

**Finally, students must select two or more courses from the following list to complete the 20-credit hour minimum requirement:** GEOL-T 326 Geology of Mineral Resources (3 cr.), GEOL-G 300 Environmental Geology and Urban Geology (3 cr.), GEOL-T 312 Geology of Indiana (3 cr.), GEOG-G 315 Environmental Conservation (3 cr.), GEOL-G 400 Energy: Sources and Needs (3 cr.), or GEOL-G 421 United States Geology: Field Experience (1 to 5 cr.).

## Bachelor of Arts in Biology

The Bachelor of Arts degree in Biology centers on a traditional core that includes cell biology, genetics, morphology, physiology, plant science, and microbiology. Additional courses in general chemistry, organic chemistry, physics, and mathematics round out the basic program. In addition to their scientific training, students in biology are expected to be able to communicate effectively and to possess an understanding of Western culture and society. Biology B.A. students are exposed to a core of courses in the humanities and social and behavioral sciences, as well as the natural sciences. Graduates of the program are well suited to continue their education at the graduate level, or to enter a health-related profession such as medicine or dentistry. The degree program is structured along three tracks to enable students to pursue post-baccalaureate studies. These tracks are biology, pre-medicine, and pre-dentistry.

### Degree Requirements:

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the School of Arts and Sciences general education curriculum.
4. Mathematics. Students must take MATH-K 310 Statistical Techniques and either MATH-M 119 Brief Survey of Calculus or MATH-M 215 Calculus I.
5. A student must complete a total of 30 credit hours in 300–400-level courses within the School of

Humanities and Social Sciences and the School of Sciences, although credits may come from both schools.

6. Specific Biology B.A. Degree Requirements - Students must complete BIOL-L 105 Introduction to Biology (5 cr.), CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM-C 344 Organic Chemistry II Laboratory (2 cr.), PHY- P 201 or P 221 General Physics I (5 cr.), and PHYS-P 202 or PHYS-P 222 General Physics II (5-cr.); and either MATH-M 119 Brief Survey of Calculus I (3 cr.) or MATH-M 215 Calculus I (5 cr.) (mathematics courses require a grade of C- or higher), and MATH-K 310 Statistical Techniques (3 cr.). In addition, students must satisfy the computer literacy requirement.
7. Biology Courses - A minimum of 33 credit hours in biology at or above the 200-level must be taken with a grade of C- or better in each course. The following biology courses are required: BIOL-L 211/213 Molecular Biology with lab (5 cr.) or PLSC-B 203 Survey of the Plant Kingdom (5 cr.), ZOOL-Z 315 Developmental Anatomy (5 cr.), BIOL-L 364 Principles of Genetics (3 cr.), MICR-M-310 Microbiology (3 cr.), MICR-M 315 Microbiology Laboratory (2 cr.), BIOL-L 473 Ecology (3 cr.), PHSL-P 416 Comparative Animal Physiology (3 cr.), and BIOL-L 403 Biology Seminar (3 cr.). Students must also select a minimum of 6 credits from the following courses: BIOL-L 321 Immunology (3 cr.), BIOL-L 490 Individual Study (1-12 cr.); CHEM-C 483 Biological Chemistry (3 cr.); PLSC-B 364 Summer Flowering Plants (5 cr.); BIOL-L 345 Vertebrate Biology, BIOL-L 379 Ornithology (3 cr.), BIOL-L 336 Evolutionary Medicine (3 cr.), PHSL-P 418 Comparative Animal Physiology Lab (2 cr.), and BIOL-L 367 Cell Physiology (3 cr.).
8. A student must complete a total of 30 credit hours in 300–400-level courses within the School of Humanities and Social Sciences and the School of Sciences, although credits may come from both schools.
9. 30 of the last 60 credit hours at Indiana University Kokomo.

## Bachelor of Science in Biology

The Bachelor of Science degree in Biology centers on a traditional biology core that includes cell biology, genetics, evolution, molecular biology, but with a lot of flexibility with biology electives. Additional courses in general chemistry, organic chemistry, physics, and mathematics round out the basic program. In addition to their scientific training, students in biology are expected to be able to communicate effectively and to possess an understanding of humanities and society. Biology B.S. students are exposed to a core of courses in the humanities and social and behavioral sciences, as well as the natural sciences. Graduates of the program are well suited to continue their education at the graduate level in various biological fields, or to enter a health-related profession such as medicine or dentistry.

## Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
4. Mathematics and Informatics. Students must take MATH K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.) (a grade of C- or higher is required), and INFO-I 101 Introduction to Informatics (4 cr.).
5. Specific Biology B.S. Degree Requirements. Students must complete BIOL-L 105 Introduction to Biology (5 cr.), CHEM C-105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM C-342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM C-344 Organic Chemistry II Laboratory (2 cr.), PHYS-P 201 or PHYS-P 221 General Physics I (5 cr.), and PHYS-P 202 or PHYS-P 222 General Physics II (5 cr.).
6. Biology Courses—A minimum of 45 credit hours in biology at or above the 200 level must be taken with a grade of C- or better in each course. The following biology courses are required: BIOL-L 211/213 Molecular Biology (5 cr.), BIOL-L 203 Evolution & diversity of Life (3 cr.), BIOL-L 367 Cell Physiology (3 cr.) or MICR-M 310 Microbiology (3 cr.), BIOL-L 490 Individual Study (3 cr.), and BIOL-L 403 Biology Seminar (3 cr.). An additional minimum of 20 credits of biology electives (at the 300/400-level) is required with at least one course from each of the concentrations below. Courses with labs count as one. At least two courses with a lab (5 cr.) must be selected.
  - Life Science Concentration: BIOL-L 321 (3 cr.), CHEM-C 483 (3 cr.), MICR-M 310 (3 cr.)/315 (2 cr.), BIOL-L 498 (3 cr.), BIOL-L 367 (3 cr.)
  - Ecology and Organismal Biology Concentration: ZOOL Z 315 (lecture and lab, 5 cr.), PHSL-P 416 (3 cr.)/418 (2 cr.), BIOL-L 345 (3 cr.), BIOL-L 391 (3 cr.), BIOL-L 473 (3 cr.)/474 (2 cr.)
7. 30 of the last 60 credit hours at Indiana University Kokomo.

## Biology Minor

To earn a minor in biology students must take the following courses:

Required: BIOL-L 211/213 Molecular Biology with lab or PLSC-B 203 Survey of the Plant Kingdom (5 cr.), BIOL-L 105 Introduction to Biology (5 cr.) plus 6 to 10 hours from the following: BIOL-L 364 Principles of Genetics (3 cr.), BIOL-L 321 Immunology (3 cr.), BIOL-L 367 Cell Physiology (3 cr.), BIOL-L 473 Ecology (3 cr.), MICR-M 310/315 Microbiology/Lab (5 cr.), PHSL-P 416

Comparative Animal Physiology (3 cr.), ZOOL-Z 315 Developmental Anatomy (5 cr.) Students must take all the necessary prerequisites before enrolling in courses required for the minor.

## Bachelor of Science in Biochemistry

The objective of the Bachelor of Science (B.S.) degree in Biochemistry is to prepare students for health-related professional schools including medical, pharmacy, and dental school, as well as for admission to graduate programs in biochemistry, molecular biology, and biological sciences. Students with a diverse background in chemistry and biochemistry will be well prepared to address challenges in pharmaceutical and biotechnology industries.

### Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
4. Mathematics and Informatics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.) (a grade of C- or higher is required), and INFO-I 101 Introduction to Informatics (4 cr.).
5. Specific Biochemistry Degree Requirements: Chemistry Courses (28 credits, all with grades of C- or higher) - Students must complete CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM-C 344 Organic Chemistry II Laboratory (2 cr.), CHEM-C 361 Physical Chemistry I (3 cr.), CHEM-C 310 Analytical Chemistry (3 cr.), CHEM-C 311 Analytical Chemistry Laboratory (2 cr.).
6. Biochemistry Courses (10 credits; must include CHEM-C 483 and CHEM C-487, all with grades of C- or higher) —Students must complete ten credits from the following courses: CHEM-C 483 Biological Chemistry (3 cr.), CHEM C 324 Proteins and Enzymes (5 cr.), CHEM-C 487 Biochemistry Laboratory (2 cr.), CHEM-C 484 Biomolecules and Catabolism (3 cr.), and CHEM-C 485 Biosynthesis and Physiology (3 cr.).
7. Biology Courses (16-18 credit hours, all with grades of C- or higher)—Students must complete the following courses: BIOL-L 105 Introduction to Biology, BIOL-L 211 Molecular Biology, BIOL-L 213 Molecular Biology Laboratory, BIOL-L 321 Principles of Immunology, MICR-M 310 Microbiology, and MICR-M 315 Microbiology Laboratory
8. Physics Courses (10 credit hours)—Students must complete either PHYS-P 201 General Physics I (5 cr.), and PHYS-P 202 General Physics II (5 cr.), or PHYS-P 221 General Physics I (5 cr.) and PHYS-P 222 General Physics II (5 cr.).
9. Capstone and Research Courses (6-8 credits, all with grades of C- or higher) —Students just complete either BIOL-L 403 Biology Seminar (Capstone) (3 cr.) or CHEM-C 495 Chemistry capstone (3 cr.) and either BIOL-L 490 Individual Study (3 cr.) (Biology Research) or CHEM-C 409 Chemistry research (3 cr.).
10. Chemistry, Biochemistry, and Other Science Electives (as needed to complete 120 credit hours, all with grades of C- or higher) CHEM-C 324 Proteins and Enzymes (5 cr.), CHEM-C 484 Biomolecules and Catabolism (3 cr.), CHEM-C 485 Biosynthesis and Physiology (3 cr.), CHEM-C 430 Inorganic Chemistry (3 cr.), CHEM-C 300 Energy and Green Chemistry (4 cr.), BIOL-L 364 Principles of Genetics (3 cr.), BIOL-L 473 Ecology (3 cr.), and BIOL-L 474 Ecology Laboratory (2 cr.).
11. 30 of the last 60 credit hours at Indiana University Kokomo.

## Bachelor of Arts in Chemistry

The Bachelor of Arts (B.A.) Degree in Chemistry centers on a traditional core that includes organic, analytical, inorganic and physical chemistry; biochemistry, and mathematics. This degree is perfectly suited for students planning on going to post-baccalaureate professional schools (graduate school, medical school, dental school, law school, etc.), for those wishing to work in an industrial or governmental laboratory setting, and for students wishing to teach chemistry in middle- and high school. Because good scientists also need to be exposed to other fields of knowledge—to the arts, the social sciences, and humanities, taking general education courses is part of the degree requirements. Students earning Bachelor of Arts degree in Chemistry may also select from the Chemical Biology track or the Environmental Chemistry and Sustainability track. While both tracks require a minimum of 120 credit hours and the same general education requirements, the required courses in the major vary. Students should work closely with an academic advisor to ensure that their curriculum will meet the necessary requirements to facilitate entry into their desired post-baccalaureate program or to reinforce their career goals.

### Degree Requirements (General Chemistry Track):

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the School of Sciences general education curriculum.
4. Mathematics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-M 119/120 Brief Survey of Calculus I and II (6 cr.), or MATH-M 215/216 Calculus I and II (10 cr.).
5. A student must complete a total of 30 credit hours in 300–400-level courses within the School of Humanities and Social Sciences and the School

of Sciences, although credits may come from both schools.

6. Chemistry Courses (all with grades of C- or higher)—Students must complete CHEM-C 105 Principles of Chemistry I, CHEM-C 106 Principles of Chemistry II, CHEM-C 125 Experimental Chemistry I, CHEM-C 126 Experimental Chemistry II, CHEM-C 210/211 Introduction to Quantitative Analytical Chemistry with Lab (5 cr.); CHEM-C 310 Analytical Chemistry, CHEM-C 311 Analytical Chemistry Laboratory, CHEM-C 341 Organic Chemistry I, CHEM-C 342 Organic Chemistry II, CHEM-C 343 Organic Chemistry I Laboratory, CHEM-C 344 Organic Chemistry II Laboratory, CHEM-C 361 Physical Chemistry I, a 300-/400-level chemistry elective (3 cr.), and CHEM-C 495 Capstone in Chemistry. In addition, students must take BIOL-L 105 Introduction to Biology (5 cr.). The list of recommended chemistry electives (minimum 3 cr.) includes CHEM-C 362, CHEM-C 351, CHEM-C 430, CHEM-C 483, CHEM-C 409, CHEM-C 443, and CHEM-C 400.
7. Physics Courses (10 credit hours)—Students must complete either PHYS-P 201 General Physics I (5 cr.), and PHYS-P 202 General Physics II (5 cr.), or PHYS-P 221 General Physics I (5 cr.) and PHYS-P 222 General Physics-II (5 cr.).

#### Degree Requirements (Chemical Biology Track):

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the School of Arts and Sciences general education curriculum.
4. Mathematics and Informatics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.), and INFO-I 101 Introduction to Informatics (4 cr.).
5. A student must complete a total of 30 credit hours in 300–400-level courses within the School of Humanities and Social Sciences and the School of Sciences, although credits may come from both schools.
6. Chemistry Courses (32 credits, all with grades of C- or higher) - Students must complete CHEM-C 105 Principles of Chemistry I, CHEM-C 106 Principles of Chemistry II, CHEM-C 125 Experimental Chemistry I, CHEM-C 126 Experimental Chemistry II, CHEM-C 310 Analytical Chemistry, CHEM-C 311 Analytical Chemistry Laboratory, CHEM-C 341 Organic Chemistry I, CHEM-C 342 Organic Chemistry II, CHEM-C 343 Organic Chemistry I Laboratory, CHEM-C 344 Organic Chemistry II Laboratory, CHEM-C 361 Physical Chemistry I, CHEM-C 483 Biological Chemistry, CHEM-C 495 Capstone in Chemistry.
7. Biology Courses (18-20 credit hours, all with grades of C- or higher) - Students must complete the following courses: BIOL-L 105 Introduction to Biology, BIOL-L 211 Molecular Biology, BIOL-L 213 Molecular Biology Laboratory (or BIOL-L 364 Principles of Genetics), BIOL-L 367 Cell

Physiology, MICR-M 310 Microbiology, and MICR-M 315 Microbiology Laboratory

8. Physics Courses (10 credit hours)—Students must complete either PHYS-P 201 General Physics I, and PHYS-P 202 General Physics II, or PHYS-P 221 General Physics I and PHYS-P 222 General Physics II.
9. Chemical Biology Electives (minimum of 9 credits, all with grades of C- or higher) - INFO-I 101 Introduction to Informatics, CHEM-C 351 Green Chemistry and Sustainability Science, ZOOL-Z 315 Developmental Anatomy, BIOL-L 473 Ecology, BIOL-L 474 Ecology Laboratory, CHEM-C 430 Inorganic Chemistry, PHSL-P 416 Comparative Animal Physiology, PHSL-P 418 Comparative Animal Physiology Laboratory, CHEM-C 300 Energy and Green Chemistry, A Natural Science Perspective, CHEM-C 409 Independent Research (or BIOL-L 490 Individual Study – Biology Research), CHEM-C 443 Organic Spectroscopy.

#### Degree Requirements (Environmental Chemistry & Sustainability Track):

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the School of Arts and Sciences general education curriculum.
4. Mathematics and Informatics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.), and INFO-I 101 Introduction to Informatics (4 cr.). CSCI-C 106 (3 cr.) can replace INFO-I 101.
5. Arts and Sciences - Students must complete at least 30 credit hours in 300-400-level.
6. Chemistry Courses (35-40 credits, all with grades of C- or higher)—Students must complete CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 310 Analytical Chemistry (3 cr.), CHEM-C 311 Analytical Chemistry Laboratory (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM-C 344 Organic Chemistry II Laboratory (2 cr.), CHEM-C 361 Physical Chemistry I (3 cr.), CHEM-C 351 Green Chemistry and Sustainability Science (or CHEM-C 300 Energy and Green Chemistry – A Natural Science Perspective 4 cr.), and CHEM-C 495 Capstone in Chemistry (1-3 cr.).
7. Biology Courses (10 credit hours, with a grade of C- or higher)—Students must complete the following course" BIOL-L 105 Introduction to Biology (5 cr.), BIOL-L 473 Ecology (3 cr.), BIOL-L 474 Ecology Laboratory (2 cr.).
8. Geology Courses (14 credit hours, all with grades of C- or higher) —Students must complete GEOL-G 100 General Geology (5 cr.), GEOL-G 300 Environmental and Urban Geology (3 cr.), GEOL-G 315 Environmental Conservation (3 cr.), and GEOL-

G 400 Energy Sources and Needs 3 cr. (or PHYS-P 310 Environmental Physics).

9. Physics Courses (10 credit hours)—Students must complete either PHYS-P 201 General Physics I (5 cr.), and PHYS-P 202 General Physics II (5 cr.), or PHYS-P 221 General Physics I (5 cr.) and PHYS-P 222 General Physics II (5 cr.).

## Chemistry Minor

To earn a minor in chemistry, students must complete a minimum of twenty-one (21) credit hours in chemistry with a minimum grade of C in each course. Students must take all the necessary prerequisites before enrolling in courses required for the minor.

**The following courses are required:** CHEM-C 105: Principles of Chemistry I (3 cr.)

CHEM-C 125 Experimental Chemistry I (2 cr.)

CHEM-C 106 Principles of Chemistry II (3 cr.)

CHEM-C 126 Experimental Chemistry II (2 cr.)

CHEM-C 341 Organic Chemistry I (3 cr.).

**In addition, students must take one of the following two analytical chemistry courses:** CHEM-C 210 Introduction to Quantitative Analytical Chemistry (3 cr.) or CHEM-C 310 Analytical Chemistry (3 cr.).

**Students must also take one of the following laboratory courses:** CHEM-C 211 Introduction to Quantitative and Analytical Chemistry Laboratory (2 cr.), CHEM-C 311 Analytical Chemistry Laboratory (2 cr.), or CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.).

**Finally, students can select one (or more) course(s) from the following list** to complete the 21-credit hour minimum requirement: CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 344 Organic Chemistry II (2 cr.), CHEM-C 351 Green Chemistry & Sustainability Sciences (4 cr.), CHEM-C 361 Physical Chemistry I (3 cr.), CHEM-C 400 Chemical Information Sources and Services (1 cr.), CHEM-C 430 Inorganic Chemistry (3 cr.), CHEM-C 443 Organic Spectroscopy (3 cr.), and CHEM-C 483 Biological Chemistry Lecture (3 cr.).

## Bachelor of Science in Chemical Biology

Chemical biology involves the application of chemical techniques, tools, and synthesized molecules to the study of and transformation of biological systems. It is a very practical discipline that interfaces biology and chemistry. This type of curriculum produces broadly trained interdisciplinary scientists. With such a diverse background in chemistry and biology, these students are well prepared to address challenges in pharmaceutical and biotechnology industries.

### Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative

literacy, critical thinking, and physical and life sciences are satisfied by the major.

4. Mathematics and Informatics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-M 215 Calculus I (5 cr.) (a grade of C- or higher is required), and INFO-I 101 Introduction to Informatics (4 cr.).
5. Chemistry Courses. Students must complete CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM-C 344 Organic Chemistry II Laboratory (2 cr.), CHEM-C 361 Introductory Physical Chemistry (3 cr.), PHYS-P 201 or PHYS-P 221 General Physics I (5 cr.), and PHYS-P 202 or PHYS-P 222 General Physics II (5 cr.).
6. Biology Courses. The following biology courses are required: BIOL-L 105 Introduction to Biology (5 cr.), BIOL-L 211/213 Molecular Biology (5 cr.), BIOL-L 367 Cell Physiology (3 cr.), MICR-M 310 Microbiology (3 cr.), and MICR-M 315 Microbiology Lab (2 cr.).
7. Capstone and Research Courses (8 cr.). Students must take BIOL-L 403 Biology Seminar (3 cr.) or CHEM-C 495 Chemistry Capstone (3 cr.), and BIOL-L 490 Individual Study (3-5 cr.) or CHEM-C 409 Chemistry research (3-5 cr.).
8. Chemistry and other science electives. Students must take courses from the following list to complete 120 cr.: CHEM-C 430 Inorganic Chemistry (3 cr.), CHEM-C 324 Proteins and Enzymes (5 cr.), CHEM-C 484 Biomolecules and Catabolism (3 cr.), CHEM-C 485 Biosynthesis and Physiology (3 cr.) CHEM-C 351 Green Chemistry and Sustainability Science (4 cr.), CHEM-C 300 Energy and Green Chemistry (3 cr.), BIOL-L 473/474 Ecology and Ecology Lab (3-5 cr.), PHSL-P 416/418 Comparative Physiology (3-5 cr.), and BIOL-L 364 Principles of Genetics (3 cr.).
9. 30 of the last 60 credit hours at Indiana University Kokomo.

## Bachelor of Science in Informatics

Informatics is the study and application of information technology to a particular area or discipline of study. Informatics also considers the use of information and technology in organizations and society at large. Information technology (IT) is rapidly changing the world, creating new challenges and opportunities every day. Informatics equips students to study IT, consider its social impact, and find ways to use technology to solve problems. The Informatics program's aim is to produce qualified IT professionals who understand the ways people work with and use information, and who can develop solutions that are effective and easy-to-use. Informatics emphasizes problem solving, innovation, communication, and teamwork along with technical skills and knowledge.

An informatics degree prepares graduates for a range of positions. Some of the career options include database developer/administrator, bioinformatics, chemical informatics, human-computer interface designer, information architect, IT consultant, multimedia specialist,

software developer, system administrator, technical writer, webmaster, etc.

### Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. A minimum of 30 credit hours must be taken at the 300 level or above.
3. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
4. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in critical thinking and cultural diversity are satisfied by the major. Courses that fulfill the requirements for a cognate area may also meet the general education distribution requirements. Any course used to meet major requirements may also be used to meet one but not more than one of the general education distribution requirements. Core and the cognate area must be completed with a grade of C- or better. A minimum overall GPA of 2.0 in the informatics core and the cognate area is required. Courses in other departments that are used to fulfill general education requirements or general electives may be completed with any passing grade except ENG-W 131, ENG-W 132, and SPCH-S 121 which require a grade of C. A minimum overall GPA of 2.0 is required for graduation. Zero level mathematics and English courses do not count in the 120 credit hours required for graduation and cannot be used to fulfill distribution requirements.
5. Informatics Courses (40 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 213 Website Design and Development (3 cr.), INFO-I 300 Human Computer Interaction (3 cr.), INFO-I 303 Organizational Informatics (3 cr.), INFO-I 308 Information Representation, (3 cr.), and INFO-I 356 Globalization (3 cr.), INFO-I 450 Systems Design (3 cr.), and INFO-I 451 Systems Development (3 cr.) (senior standing; capstone courses).
6. Cognate area courses cannot count as Informatics core courses or Informatics elective courses even if these courses are cross-listed with Informatics. If cognate area courses are equivalent to Informatics core courses, students should substitute additional Informatics elective courses in place of Informatics core courses to meet the 40 credit hour requirement. (See Informatics core courses).
7. Cognate Areas (15-18 cr.).

### Biology

BIOL-L 105 Introduction to Biology (5 cr.)  
 BIOL-L 211 Molecular Biology (3 cr.) and BIOL-L 213 Molecular Biology Laboratory (2 cr.)  
 BIOL-L 364 Genetics (3 cr.)  
 A minimum of 3 cr. credits from the following: BIOL-L 321 Immunology, BIOL-L 367 Cell Physiology, BIOL-L 473 Ecology, MICR-M 310 Microbiology, MICR-M 315

Microbiology Laboratory, PHSL-P 416 Comparative Animal Physiology.

### Chemistry

CHEM-C 105 Principles of Chemistry I  
 CHEM-C 106 Principles of Chemistry II  
 CHEM-C 341 Organic Chemistry I: Lecture  
 CHEM-C 400 Chemical Information Sources & Services  
 Choose 2 courses from the following: CHEM-C 342 Organic Chemistry II: Lecture, CHEM-C 310 Analytical Chemistry, CHEM-C 361 Physical Chemistry I, CHEM-C 430 Inorganic Chemistry, CHEM-C 483 Biological Chemistry.

### Cognitive Science

Required Courses: PSY-P 103 General Psychology, PSY-P 335 Cognitive Psychology, PHIL-P 100 Introduction to Philosophy.  
 Select one from the following: PHIL-P 360 Introduction to the Philosophy of the Mind, PHIL-P 304 Nineteenth Century Philosophy, PHIL-P 335 Phenomenology and Existentialism, PHIL-P 352 Logic and Philosophy, Select one from the following: PSY-P 211 Methods of Experimental Psychology, PSY-P 326 Neuroscience, PHIL-P 150 Elementary Logic, Any Philosophy course not selected from 300-level courses listed above.

### Mathematics

Required Courses: MATH-M 215 Calculus I, MATH-M 216 Calculus II, MATH-M 311 Calculus III  
 Select one from the following: MATH-M 303 Linear Algebra for Undergraduates, MATH-M 313 Elementary Differential Equations with Applications, MATH-M 347 Discrete Mathematics, MATH-M 360 Elements of Probability.

### New Media

Students are required to take any five New Media Communication courses (i.e., courses with the NMCM prefix). At least two of these courses must be at the 300-level or higher.

### Sociology

SOC-S 100 Introduction to Sociology OR SOC-S 101 Social Problems and Policies, SOC-S 252 Methods of Sociological Research, PSY-K 300 Statistical Techniques. Three additional Sociology electives at the 300 – 400 level.

### Public Administration

Required Courses: PAHM-V 170 Introduction to Public Affairs. Select three from the following: PAHM-V 263 Public Management, PAHM-V 366 Managing Behavior in Public Organizations, PAHM-V 376 Law and Public Policy

### Minor in Informatics

Students are required to take: INFO-I 101 Introduction to Informatics (4 cr.), INFO-I 202 Social Informatics (3 cr.) or INFO-I 213 Web Design and Development (3 cr.), INFO-I 210 Information Infrastructure I (4 cr.), INFO-I 300 Human Computer Interaction (3 cr.), INFO-I 303 Organizational Informatics (3 cr.) A minimum grade of C- is required in all courses taken for the minor.

### Bachelor of Arts in Mathematics

The Bachelor of Arts degree in Mathematics is designed to prepare individuals to understand the nature of truth

and the concept of proof in the discipline of mathematics, to understand the application of mathematical techniques to other fields, and to formulate and solve problems mathematically. Students may select courses to enter graduate school in mathematics or enter business or industry.

#### Degree Requirements:

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the School of Arts and Sciences general education curriculum.
4. Mathematics Courses—Students must complete a minimum of 32 credit hours in mathematics with a grade point average of at least 2.0. The following courses are required: MATH-M 215 and M-216 Calculus I-II (10cr.), MATH-M 311 Calculus III (4 cr.), MATH-M 303 Linear Algebra for Undergraduates (3 cr.). In addition, students must complete two sequences from Group A and one course from Group B, or one sequence from Group A and three courses from Group B.
  - Group A: MATH-M 403/404 Introduction to Modern Algebra I-II (6 cr.), MATH-M 413/414 Introduction to Analysis I-II (6 cr.), MATH-M 413/415 Introduction to Analysis I/Elementary Complex Variables with Applications (6 cr.), MATH-M 447/448 Mathematical Models and Applications I-II (6 cr.), MATH-M 471/472 Numerical Analysis I-II (6 cr.)
  - Group B: MATH-M 313 Elementary Differential Equations with Applications (3 cr.), MATH-T 336 Topics in Euclidean Geometry (3 cr.), MATH-M 347 Discrete Mathematics (3 cr.), MATH-M 360 Elements of Probability (3 cr.), MATH-M 366 Elements of Statistical Inference (3 cr.), MATH-M 415 Elementary Complex Variables with Applications (3 cr.)
5. General Examination—Students must pass a written examination covering the entire undergraduate mathematics program. The examination will be given near the end of the semester in which the student is expected to graduate. The mathematics faculty may permit a student who does not perform satisfactorily on the written examination to take an oral examination that same semester. Students who still do not perform satisfactorily may take the general examination the next time it is offered. Those who do not pass the general examination on the second attempt must petition the mathematics faculty to take the general examination a third time, and are expected to document additional preparation in mathematics.
6. Students must complete 30 of the last 60 credit hours, including at least 9 credit hours of mathematics from Groups A or B, and the general examination at Indiana University Kokomo.

### Bachelor of Science in Mathematics

The Bachelor of Science degree is designed to prepare individuals to understand the nature of truth and the

concept of proof in the discipline of mathematics, to understand the application of mathematical techniques to other fields, and to formulate and solve problems mathematically. The Bachelor of Science places a greater emphasis on mathematical knowledge and its relation to the sciences through additional coursework and potential research opportunities. Students have greater opportunities to complete coursework for either graduate school in mathematics or entry into business or industry.

#### Degree Requirements:

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
4. Required Science and Informatics Courses
  - PHYS-P 221 Physics 1 (5 cr.)
  - One of the following: CHEM-C105/125 Principles of Chemistry I and Laboratory (5 cr.), BIOL-L 105 Intro to Biology (5 cr.), or GEOL-G 100 General Geology (5 cr.)
  - INFO-I 101 Introduction to Informatics (4 cr.)
  - Five additional credits in the School of Sciences outside of Mathematics/statistics.
5. Mathematics Courses—Students must complete a minimum of 41 credit hours in mathematics with a grade point average of at least 2.0. The following courses are required: MATH-M 215-216 Calculus I-II (10cr.), MATH-M 311 Calculus III (4 cr.), MATH-M303 Linear Algebra for Undergraduates (3 cr.). In addition, students must complete two sequences from Group A and an additional 12 credit hours from Groups A or B.
  - Group A: MATH-M 403/404 Introduction to Modern Algebra I-II (6 cr.), MATH-M 413/414 Introduction to Analysis I-II (6 cr.), MATH-M 413/415 Introduction to Analysis I/Elementary Complex Variables with Applications (6 cr.), MATH-M 447/448 Mathematical Models and Applications I-II (6 cr.), MATH-M 471/472 Numerical Analysis I-II (6 cr.)
  - Group B: MATH-M 313 Elementary Differential Equations with Applications (3 cr.), MATH-T 336 Topics in Euclidean Geometry (3 cr.), MATH-M 347 Discrete Mathematics (3 cr.), MATH-M 360 Elements of Probability (3 cr.), MATH-M 366 Elements of Statistical Inference (3 cr.), MATH-M 415 Elementary Complex Variables with Applications (3 cr.)
6. General Examination—Students must pass a written examination covering the entire undergraduate mathematics program. The examination will be given near the end of the semester in which the student is expected to graduate. The mathematics faculty may permit a student who does not perform satisfactorily on the written examination to take an oral examination that same semester. Students

who still do not perform satisfactorily may take the general examination the next time it is offered. Those who do not pass the general examination on the second attempt must petition the mathematics faculty to take the general examination a third time, and are expected to document additional preparation in mathematics.

7. Students must complete 30 of the last 60 credit hours, including at least 9 credit hours of mathematics from Groups A or B, and the general examination at Indiana University Kokomo.

## Minor in Mathematics

Students must complete a minimum of 20 cr. hours in mathematics with a grade point average of 2.0 or higher. At least 6 cr. hours of mathematics must be completed at IU Kokomo. Students must complete the following courses: MATH-M 215 Calculus I (5 cr.), MATH-M 216 Calculus II (5 cr.), MATH-M 311 Calculus III (4 cr.), MATH-M 303 Linear Algebra for Undergraduates (3 cr.), Students must also select one from the following list of courses: MATH-M 313 Elementary Differential equations with Applications (3 cr.), MATH-T 336 Topics in Euclidean Geometry (3 cr.), MATH-M 347 Discrete Mathematics (3 cr.), MATH-M 360 Elements of Probability (3 cr.), MATH-M 403 Introduction to Modern Algebra (3 cr.), MATH-M 413 Introduction to Analysis I (3 cr.), MATH-M 415 Elementary Complex Variables with Applications (3 cr.), MATH-M 447 Mathematical Models and Applications I (3 cr.), MATH-M 471 Numerical Analysis I (3 cr.)

## General Studies Degree Program

**Director and General Studies Coordinator, Distance Education and Grant Administration:** Candy Thompson

### Mission

The General Studies degree is designed with the aim of providing nontraditional scheduling options for returning and adult students in North Central Indiana. Higher-education degree opportunities are offered through a variety of learning options including hybrid and accelerated courses through the ACCELErated Evening College and 100% online distance education courses.

### General Studies Degree Programs

The General Studies Degree Program where students earn a Bachelor of General Studies (B.G.S.) offers the opportunity of a college education to those who have been prevented from beginning or Completing college coursework in a traditional degree program because of work schedules, domestic responsibilities, or logistical problems. The program enables students to complete a degree in general studies at their own pace. Course work consists of a core of arts and sciences courses - humanities, social and behavioral sciences, mathematics, and sciences - and a wide range of electives. Requirements toward a degree may be completed in a variety of ways, allowing students to design a flexible program of study that is tailored to their backgrounds and needs. The program accepts course work earned by the following:

1. Regular session courses completed at any Indiana University campus
2. Evening courses, television courses, and distance education courses

3. Independent study by correspondence
4. Course work done at other accredited institutions

In addition, students may complete requirements through:

1. Credit by examination
2. Educational programs in non-collegiate organizations
3. Credit for self-acquired competency
4. Military service credit

A separate, more detailed bulletin is available from the office of General Studies, Indiana University Kokomo. Call (765) 455-9426 for more information or to receive a detailed bulletin.

### Admission

Applicants who have earned a high school diploma or its equivalent during the three years preceding their application and who have pursued academic work at another accredited college or university are normally required to meet admission criteria established by the admissions office of the campus to which they apply. Complete admission policies and procedures are contained in the Indiana University Kokomo Bulletin.

### Degree Requirements

The B.G.S. degree consists of two parts: (1) course work that must be done in broad categories called "required areas of learning" and (2) course work called "elective credit" that can be done in any school, division, or program of the university. The three required areas of learning are (1) arts and humanities, (2) science and mathematics, and (3) social and behavioral sciences. These requirements are designed to provide the student with a broad exposure to the humanities and the sciences. The electives permit students to explore other areas of interest and to tailor the degree to their individual needs.

### Fundamental Skills Degree Requirements

In the plan of study for B.G.S. degree, students must meet fundamental skills requirements that demonstrate college-level competency in each of the following areas: written communication, oral communication, quantitative reasoning, computer literacy, and diversity. Acceptable grades for courses meeting basic competency requirements must be consistent with the requirements of the campus. Students should consult with their advisor to determine which courses fulfill basic competency requirements.

### Additional Information

- Overview
- Accelerated Evening College
- Previously Earned Credit

### Majors/Minors

- - Bachelor of General Studies Degree
  - Certificate in Contemporary Entrepreneurship

### Bachelors Degrees

### Certificates

### **Bachelor of General Studies Degree**

The requirements for the Bachelor of General Studies degree are:

36 cr. - Twelve credit hours in each of the three required areas of learning: social and behavioral sciences, arts and humanities, and science and mathematics (Note: Credit hours required in each area must be taken in at least two academic disciplines.)

18 cr. - A minimum of 18 additional credit hours in one of the preceding areas with courses from at least two academic departments-concentration area.

66 cr. - Electives (15 of the 66 hours must be course work within the Schools of Humanities, Social Sciences or Sciences)

120 cr. - Total credit hours required for the B.G.S. Bachelor degree graduates of this program will comply with the general education requirements as determined by the IU Kokomo Faculty Senate.

#### **Other requirements:**

No more than 21 credits may be taken in a single Humanities, Social Sciences or Sciences department or subject area. In addition, no more than 30 of the 51 credit hours allowed for course work outside the Schools of Humanities, Social Sciences or Sciences may be taken in any one school or technical program. At least 30 of the 120 required credit hours of course work must be taken within Indiana University. Self-acquired competency credit may not be counted toward this 30 credit hour minimum. Students must earn a minimum cumulative grade point average of 2.0 in all courses completed after being admitted into General Studies degree program. At least 30 of the required 120 credit hours must be in upper-division course work. Upper-division courses are numbered in the 300s and 400s. A grade of C- or better must be achieved in the three required areas and the concentration area to be counted toward the degree.

#### **Accelerated Evening College**

The ACCErated Evening College is designed for adults who have earned some college credit but have been unable to complete their degrees because of family obligations, work responsibilities, and other time constraints. Students can earn an Indiana University Bachelor of General Studies degree, with or without a minor, in less time. The ACCErated Evening College offers:

- Shorter, intensive course terms (eight weeks instead of sixteen weeks)
- Classes that meet one evening a week
- 50 percent of weekly instruction delivered online via the Internet for many courses
- Credits that may be applicable to the General Studies degree
- Previously earned IU credits and/or credits transferred from other accredited colleges and universities (old credits accepted)
- Military training
- Credit for approve training and testing programs
- IU independent study courses

#### **Previously Earned Credit**

##### **Recognition of Previously Earned Credit**

Many students in the General Studies Program have previously earned academic credit at Indiana

University or at other institutions. Such credit is applied to the degree requirements of the B.G.S. degree within the guidelines listed below.

#### **Credits from Indiana University Eligible for Transfer**

A maximum of 100 credit hours can be applied to the B.G.S. degree, provided the grades earned were D or better. Exception: credit for the grade of D will be granted only for elective courses, not those in required areas of learning.

#### **Credits Eligible for Transfer from Institutions Other than Indiana University**

A maximum of 90 credit hours [64 from a community college] can be applied to the B.G.S. degree, provided the applicant has earned grades of C or better. In order for transfer credit to be applied in 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 grades of D or F will not be accepted for credit. 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 (average grade below 2.0 on a 4.0 scale) at another institution.

#### **Credit by Examination at Indiana University**

Students who wish to pursue credit by examination at Indiana University should consult with their General Studies degree program advisor.

#### **Credit by Examination from 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 Kokomo.

#### **Credit Awarded Through Non-departmental Examinations**

The General Studies degree program awards credit for such programs as Advanced Placement Examinations, DANTES, and College Level Examination Programs (CLEP) on the basis of scores determined by the Indiana University Kokomo faculty. For more information, consult your advisor.

#### **Credits Awarded for Educational Programs in Non-collegiate Organizations**

Where relevant to the academic program, the General Studies degree 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 non-collegiate or in-company sponsored instruction: The National Guide to Educational Credit for Training Programs, American Council on Education and A Guide to Educational Programs in Non-collegiate Organizations, The State University of New York.

#### **Credit for Self-Acquired Competency (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 may accelerate their college programs by discussing their background in detail with their General Studies degree program advisor.

#### **Transfer of Self-Acquired Competency Credit within Indiana University**

Self-acquired competency credit awarded by the faculty of Indiana University Kokomo campus is recorded and explained on the permanent record of the student. Any other Indiana University campus to which the student may transfer in order to complete a bachelor's degree in General Studies will therefore honor such credit. The student should be aware, however, that such credit will not necessarily be honored by other degree programs of Indiana University, nor by other institutions.

#### **Transfer of Self-Acquired Competency Credit from Other Institutions**

Up to 15 credit hours of the possible credit toward the B.G.S. degree will be awarded for self-acquired competency previously recognized by other accredited postsecondary institutions. Additional credit hours of self-acquired competency credit from other institutions must be reviewed in the same manner as other Indiana University Kokomo self-acquired competency credit.

#### **Military Service Credit**

Veterans of military service and military personnel on active duty are eligible for academic credit as a result of their military training and experience. The General Studies degree program follows the provisions of the American Council on Education's "Guide to Evaluation of Educational Experiences in the Armed Services" in granting credit.

#### **Graduation Requirements**

To be eligible for graduation, students must complete the course work specified in their plans of study with an overall grade point average of 2.0 (C) or better. Students must receive a grade of C– or better in all courses used to fulfill course requirements in the three principal areas and the concentration area of learning. Any course in which a student receives a grade of D will count as a general elective to fulfill total credit hours required for the degree program. In order to graduate, a student must have a grade point average of 2.0. This is taken from classes taken after being admitted to the General Studies degree program.

#### **Student Responsibility**

Students should understand that the responsibility for designing an appropriate academic program and for meeting every degree requirement rests with them; academic advisors are obligated only to assist students in meeting this responsibility. Students needing clarification of any of the requirements for their baccalaureate degrees are urged to obtain that clarification from their academic advisors.

#### **Certificate in Contemporary Entrepreneurship**

The certificate is designed to offer students the opportunity to complement their major in General Studies with an additional concentration in Entrepreneurship. Offered under the auspices of the General Studies degree program with administrative oversight by the School of Business, students will take a series of courses and receive a certificate that endorses their knowledge in this area. The Contemporary Entrepreneurship Certificate has strong synergies with other strategic initiatives by the campus by adding an additional and critical educational component to support economic development and potential professional and technical job creation across north central Indiana. This certificate is offered exclusively in the accelerated evening college in the hybrid format, meaning 50 percent of weekly instruction will be face-to-face and 50 percent will be via the web. A certificate in contemporary entrepreneurship is awarded upon completion of these five required courses\* (15 cr.):

- BUS-A 200 Foundations of Accounting
- BUS-L 200 Elements of Business Law
- BUS-F 260 Personal Finance
- ECON-E 200 Fundamental of Economics
- BUS-W 211 Contemporary Entrepreneurship

\*These courses do not fulfill School of Business degree requirements

#### **Science, Mathematics, and Informatics Courses Undergraduate**

Note: The university reserves the right to cancel courses for insufficient enrollment.

P = prerequisite R = recommended C = co-requisite \* = lab fee

#### **Anatomy**

**ANAT-A 215 Basic Human Anatomy (5 cr.)** Fall, Spring. Structure of cells, tissues, organs, and systems and their relationship to function.\*

#### **Astronomy**

**AST-A 100 The Solar System (3 cr.)** Spring. Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, the moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

**AST-A 110 Introduction to Astronomy (3 cr.)** Spring. This course presents a survey of modern astronomy including planetary science, stellar and galactic astrophysics and cosmology.

#### **Biology**

#### **BIOL-L 100 Humans and the Biological World (5 cr.)**

Fall, Spring. Principles of biological organization, from molecules through cells and organisms, with special reference given to humans. Credit given for only one 100-level biology course. For non-majors.\*

#### **BIOL-L 105 Introduction to Biology (5 cr.)**

Fall, Spring. P: high school or college chemistry. Integrated picture of manner in which organisms at diverse levels of organization meet most problems in maintaining and propagating life. Credit given for only one 100-level biology course.\*

**BIOL-L 203 Evolution and Diversity of Life (3 cr.)** To provide an understanding and overview over the concept of evolution and how it shaped the diversity of life.

**BIOL-L 211 Molecular Biology (5 cr.)** Spring. C: BIOL-L 213. Introduction to molecular biology, including mechanisms and regulation of gene expression as well as mechanisms of mutation, repair, and recombination of DNA.

**BIOL-L 213 Molecular Biology Laboratory (3 cr.)** Spring C: BIOL-L 211. Accompanying laboratory for L 211. Introduction to basic techniques in molecular biology.\*

**BIOL-L 270 Humans and Microorganisms (3 cr.)** Alternate years. Beneficial and harmful activities of bacteria, fungi, protozoa, viruses. Production of fermented foods, food poisoning and foodborne infections. Introduction to epidemiology, microbial diseases, antibiotics and immunization. Water and wastewater microbiology and waterborne infections.

**BIOL-L 321 Principles of Immunology (3 cr.)** Alternate years. P: BIOL-L 105, CHEM-C 101, or CHEM-C 105. An introduction to the basic principles of immunology and its applications. Topics covered include the inflammatory response, complement, cell-mediated and humoral immunity, cell interactions, genetics of the immune response, immunization and immunological methods.

**BIOL-L 336 Evolutionary Medicine (3 cr.)** P: BIOL-L 100 or BIOL-L 105 or permission of the instructor. An introduction and overview of the evolutionary perspectives of health and disease, with emphasis on human diseases.

**BIOL-L 345 Vertebrate Biology (3 cr.)** Alternate years. P: BIOL-L 105. A general overview of the biology of vertebrate animals including aspects of their evolutionary history, taxonomy, anatomy, physiology, ecology, behavior and natural history.

**BIOL-L 364 Principles of Genetics (3 cr.)** Alternate years. P: BIOL-L 195, BIOL-L 367 or MICR-M 310. Analysis of genetic mechanisms and processes, recombination, genetic interaction, gene regulation, biotechnological applications, genomics, cancer genetics and evolution.

**BIOL-L 367 Cell Physiology (3 cr.)** Alternate years. P: an introductory biology and general chemistry course. R: organic chemistry. Introduction to biochemical structure and metabolic activities of plant, animal, and microbial cells; physiology of membranes; locomotion and response; growth, division, and differentiation of cells.

**BIOL-L 379 Principles of Ornithology (3 cr.)** Summer P: One introductory biology course or permission of the instructor. This course will cover bird evolution, taxonomy, biology, ecology and behavior with emphasis on Indiana birds.

**BIOL-L 403 Biology Seminar (3 cr.)** Alternate years. P: junior or senior standing. A seminar course concerned with current topics and issues in the biological sciences.

**BIOL-L 473 Ecology (3 cr.)** Alternate years. P: 8 hours of biology. R: BIOL-L 364. Major concepts of ecology for science majors; relation of individual organisms to their environment, population ecology, and structure and function of ecosystems.

**BIOL-L 474 Laboratory in Ecology (2 cr.)** Arr. P or C: BIOL-L 473. Introduction to research problems and techniques in the ecology of individuals, populations, and ecosystems.\*

**BIOL-L 490 Individual Study (1-12 cr.)** Arr. P: overall GPA of 2.5 or above; must have written consent of faculty member supervising research. Must complete a written assignment as evidence of each semester's work. Must present oral report to complete more than 6 credit hours.

### Chemistry

**CHEM-C 100 The World of Chemistry (3 cr.)** Fall, Spring. For students requiring only one semester of chemistry. Descriptive course, including inorganic, organic, and biological chemistry, with illustrations of scientific reasoning. May be taken concurrently with the laboratory, CHEM-C 120. Credit given for only one of the following: CHEM-C 100, CHEM-C 101, or CHEM-C 105.

**CHEM-C 101 Elementary Chemistry I (3 cr.)** Fall. Introduction to chemistry. Usually taken concurrently with CHEM-C 121. The two sequences, CHEM-C 101-C121 and CHEM-C 102-C122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on basis of CHEM-C 101, 121, 102, 122 granted only in exceptional cases. May be taken without credit in preparation for CHEM-C 105. Credit given for only one of the following: CHEM-C 100, 101, or 105.

**CHEM-C 102 Elementary Chemistry II (3 cr.)** Spring. 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. Credit not given for both CHEM-C 102 and CHEM-C 106.

**CHEM-C 105 Principles of Chemistry I (3 cr.)** Fall. P: two years of high school algebra or MATH-M 125, which may be taken concurrently; one year of high school chemistry. C: CHEM-C 125. Basic principles, including stoichiometry, thermochemistry, atomic and molecular structure, gases, solutions, and selected topics in descriptive chemistry. Credit given for only one of the following, CHEM-C 100, CHEM-C 101, or CHEM-C 105-125.

**CHEM-C 106 Principles of Chemistry II (3 cr.)** Spring. P: CHEM-C 125. C: CHEM-C 126 Chemical equilibrium with emphasis on acids, bases, solubility and electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry. Credit not given for both CHEM-C 102, and CHEM-C 106-C126.

**CHEM-C 109 Introductory Chemistry for Health and Nursing Sciences (3 cr.)** Designed for students with no prior chemistry background. Students will learn the role of chemistry in physiological, health, and nursing applications.

**CHEM-C 120 Chemistry Laboratory (2 cr.)** Fall, Spring. P or C: CHEM-C 100. For non-majors. An introduction to techniques and reasoning of experimental chemistry. Experiments and projects illustrate topics studied in CHEM-C 100. Credit given for only one of the following: CHEM-C 120, 121 or 125\*.

**CHEM-C 121 Elementary Chemistry Laboratory (2 cr.)** Fall. P or C: CHEM-C 101. An introduction to the

techniques and reasoning of experimental chemistry. Credit not given for both CHEM-C 121 and 125.\*

**CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.)** Spring. P: CHEM-C 101, 121. P or C: CHEM-C 102. Continuation of CHEM-C 121. Emphasis on organic and biochemical experimental techniques. Credit not given for both CHEM-C 122 and 126.\*

**CHEM-C 125 Experimental Chemistry I (2 cr.)** Fall. C: CHEM-C 105. Introduction to laboratory experimentation, with particular emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, thermochemistry, and synthesis. Credit given for only one of the following: CHEM-C 121, or 125.\*

**CHEM-C 126 Experimental Chemistry II (2 cr.)** Spring. P: CHEM-C 125. C: CHEM-C 106. A continuation of CHEM-C 125 with emphasis on equilibria; qualitative analysis; acids and bases; oxidation-reduction reactions including electrochemistry, chemical kinetics, and synthesis. Credit given for only one of the following: CHEM-C 126, or 122.\*

**CHEM-C 210 Introduction to Quantitative Analytical Chemistry (3 cr.)** Fall. P: CHEM-C 106, 126. C: CHEM-C 211. Introduction to the theory and practice of non-instrumental quantitative/qualitative analytical chemistry, including sample selection and preparation and methods of data analysis. Emphasis will be placed on the theory of titrimetric and gravimetric techniques.

**CHEM-C 211 Introduction to Quantitative and Analytical Chemistry Laboratory (2 cr.)** Fall. P: CHEM-C 126. C: CHEM-C 210. Laboratory instruction in the fundamental analytical techniques discussed in CHEM-C 210.\*

**CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3-4 cr.)** An introduction to topics in existing and potential renewable sources of energy, including hydroelectric, geothermal, tidal, wind and solar energy.

**CHEM-C 310 Analytical Chemistry (3 cr.)** Spring. P: CHEM C-106. Fundamental analytical processes including solution equilibria, theory and applications of electrochemistry and spectrophotometry, and chemical methods of separation.

**CHEM-C 311 Analytical Chemistry Laboratory (2 cr.)** Spring. C: CHEM-C 310. Laboratory instruction in the fundamental analytical techniques discussed in CHEM-C 310.\*

**CHEM-C 341 Organic Chemistry I: Lecture (3 cr.)** Fall. P: CHEM-C 106. C: CHEM-C 343 or consent of chemistry undergraduate advisor. Chemistry of carbon compounds; nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes and monofunctional compounds.

**CHEM-C 342 Organic Chemistry II: Lecture (3 cr.)** Spring. P: CHEM-C 343. C: CHEM-C 344 or consent of instructor. Syntheses and reactions of polyfunctional compounds, natural and industrial products, physical and chemical methods of identification.

**CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.)** Fall. C: CHEM-C 341. Laboratory instruction in the

fundamental techniques of organic chemistry and the use of general synthetic methods.\*

**CHEM-C 344 Organic Chemistry II: Laboratory (2 cr.)** Spring. P: CHEM-C 343. C: CHEM-C 342. Preparation, isolation, and identification of organic compounds. Emphasis on modern research methods.\*

**CHEM-C 351 Green Chemistry & Sustainability Sciences (4 cr.)** P: CHEM-C 343, CHEM-C 344 and junior standing. Green Chemistry, also known as sustainable or environmentally benign chemistry, seeks to minimize waste and energy use, while maximizing the efficiency of resource use and using renewable resources whenever possible. The aim of the course is to produce students with a blend of chemistry skills for a thorough appreciation of the principles and practice of green chemical processing and environmental sustainability. Topics will cover supercritical fluids, ionic liquids, biotransformations, polymers, etc. Focus will be on green organic chemistry, in which labs, such as solventless reactions and liquid carbon dioxide extraction, will be introduced. Lecture and laboratory.\*

**CHEM-C 361 Physical Chemistry I (3 cr.)** Fall. Alternate years. P: CHEM-C 106, PHYS-P 202, MATH-M 216. Chemical thermodynamics and kinetics, introduction to statistical thermodynamics.

**CHEM-C 362 Physical Chemistry II (3 cr.)** P: CHEM-C 361. Introduction to quantum mechanics. Structure and spectra of atoms, molecules, and solids.

**CHEM-C 390 Environmental Science (3 cr.)** Spring. For non-majors. Exploration of the complex interrelationships among the physical, chemical, biological, cultural, economic, and political forces that shape the global environment. Note: CHEM-C 390 will not count toward a Bloomington or Kokomo chemistry degree.

**CHEM-C 400 Chemical Information Sources and Services (1 cr.)** P: CHEM-C 341. Techniques for the storage and retrieval of chemical information in both printed and computer-readable formats; sources of chemical information, including Chemical Abstracts; development of search strategies; online searching of chemical databases.

**CHEM-C 409 Chemical Research (1-3 cr.)** For outstanding students. To be elected only after consultation with the faculty research advisor. Cannot be substituted for any course required in the chemistry major. A research thesis is required.

**CHEM-C 430 Inorganic Chemistry (3 cr.)** Alternate years. P: CHEM-C 106. R:CHEM-C 342. Structure and bonding of inorganic compounds, survey of chemistry of nonmetal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions.

**CHEM-C 443 Organic Spectroscopy (3 cr.)** P: CHEM-C 344. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods.\*

**CHEM-C 483 Biological Chemistry Lecture (3 cr.)** Alternate years. P: 18 credit hours of chemistry, including CHEM-C 341. Introduction to structure, chemical properties, and interrelationships of biological substances.

**CHEM-C 495 Capstone in Chemistry (1-3 cr.)** P: Senior standing. Independent study, under the supervision of

a chemistry faculty member or appropriate academic advisor can be earned by completion of (a) a chemical research project; (b) a library research project in an area of current scientific investigation; (c) a research investigation in industry; or (d) a service activity in university, government, public schools, or other science-related groups or organizations. Students will report the results of their activities in both a formal written report and oral presentation, prepare portfolios of undergraduate work in chemistry, discuss recent scientific literature, and explore chemistry in society. Enrollment in the Capstone in Chemistry requires joint approval of the capstone instructor and the independent project advisor.

### Computer Information Systems

**CSCI-C 100 Computing Tools (1 cr.)** An introduction to computing applications useful in college work. Microcomputer systems, word processing, spreadsheets, graphics, e-mail and Web browsers are used.

**CSCI-C 106 Introduction to Computers and Their Use (3 cr.)** P: CSCI-C 100 ; (for ACCEL sections: P: CSCI-C 100 and sophomore standing). 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; and the fundamentals of a high-level language such as Visual Basic.

### Geography

**GEOG-G 107 Physical Systems of the Environment (3 cr.)** Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, and climate). Note: Business majors may count GEOG-G 107 only as a social science.

**GEOG-G 315 Environmental Conservation (3 cr.)** R: 3 credit hours of geography or 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.

### Geology

**GEOL-G 100 General Geology (5 cr.)** Broad study of the earth. The earth in the solar system, earth's atmosphere. Formation and modification of earth materials, landforms, continents and oceans through geologic time.\*

**GEOL-G 133 Geology of the United States (5 cr.)** Introduction to physical and historical geology with applications to United States geology. Study of the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments, glacial geology and modern processes.\*

**GEOL-G 300 Environmental and Urban Geology (3 cr.)** R: GEOL-G 100, GEOL-G 133, or GEOG-G 107 Significance of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards.

**GEOL-G 400 Energy: Sources and Needs (3 cr.)** Renewable and non-renewable energy resources, their

origins, society's needs and usage, environmental impacts of use and production, and future directions in energy technologies. Also may include study of non-energy resources including metallic and nonmetallic resources.

**GEOL-G 421 United States Geology: Field Experience 1 (5 cr.)** A six week lecture/field trip course incorporating a 2 - 3 week field experience in the western United States. Students will explore the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments and glacial geology. Possible destinations include (but are not limited to) the Black Hills, Yellowstone, Grand Tetons, Mt. Rainier, Mt. St. Helens and the Glacier National Park.\*

**GEOL-G 440 Professional Practice in Geosciences (1-6 cr.)** P: At least 9 credit hours of coursework in geology/physical geography or instructor permission. The course is designed to provide opportunities for students to receive credit for career-related, full-time work.

**GEOL-T 312 Geology of Indiana (3 cr.)** P: GEOL-G 100. Study of the physiography and bedrock structure of Indiana, first with topographic and geologic maps, and then with field trips to selected areas. Rock and fossil specimens will be collected for study.

**GEOL-T 326 Geology of Mineral Resources (3 cr.)** P: a course in geology or consent of the instructor. Formation of minerals and mineral deposits. Gem materials and metallic and non-metallic economic minerals: occurrence and uses.

### Informatics

**INFO-I 100 First Year Experience (1 cr.)** This course introduces specific survival skills for success in college and beyond, while reconciling personal learning skills with instructor-based teaching styles. Master the art of inquiry and elevate your sense of integrity while sharpening your personal edge by exploring critical thinking, project managements and current/future job market trends. Required by all Informatics and new media majors.

**INFO-I 101 Introduction to Informatics (4 cr.)** P: Computer literacy. Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting-edge technologies: CPU, operation systems, networks; laboratory emphasizing information technology including Web page design, word processing databases, using tools available on campus.

**INFO-I 201 Mathematical Foundations of Informatics (4 cr.)** P: INFO-I 101 and MATH-M 118. An introduction to methods of analytical, abstract and critical thinking, deductive reasoning, and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, proof methods in mathematics, mathematical induction, and graph theory. Credit given for either INFO-I 201 or COGS-Q 250

**INFO-I 202 Social Informatics (3 cr.)** P: INFO-I 101. Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular

and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

**INFO-I 210 Information Infrastructure I (4 cr.)**

Recommended prerequisite or concurrent: INFO-I 101. The software architecture of information systems. Basic concepts of systems and applications programming. Cross listed with CSCI-C 297. Credit given for only one of the following: INFO-I 210, CSCI-N 331 (IUPUI), CSCI-C 297 or CSCI-A 201 (IUB).

**INFO-I 211 Information Infrastructure II (3 cr.)** P: INFO-I 210. The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems. Cross listed with CSCI-C 309. Credit given for only one of the following: INFO-I 211, CSCI-N 345 (IUPUI), CSCI-A 202 (IUB), or CSCI-C 212 (IUB).

**INFO-I 213 Web Site Design and Development (3 cr.)** Introduction to web design and development covering high-level concepts in addition to hands-on activities. Topics include: internet infrastructure, client-side technologies, embedded media, page design, site design, visibility and others. Technologies covered include: XHTML, JAVA script and cascading style sheets. This course runs concurrently with NMCM-N 213.

**INFO-I 300 Human Computer Interaction (3 cr.)** The analysis of human factors and the design of computer application interfaces. A survey of current HCI designs with an eye toward what future technologies will allow. The course will emphasize learning HCI based on implementation and testing interfaces.

**INFO-I 303 Organizational Informatics (3 cr.)** P: INFO-I 101. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics, functional areas and business processes, information-based products and services, the use of and redefining role of information technology, the changing character of work life and organizational practices, sociotechnical structures, and the rise and transformation of information-based industries.

**INFO-I 308 Informatics Representation (3 cr.)** P: INFO-I 101, INFO-I 201, and INFO-I 210. The basic structure of information representation in digital information systems. Begins with low-level computer representations such as common character and numeric encodings. Introduces formal design and query languages through Entity Relationship Modeling, the Relational Model, XML, and XHTML. Laboratory topics include SQL and XPath querying.

**INFO-I 356 Globalization: Where we fit in (3 cr.)** Globalization, increasingly enabled by information technology, changes how we work, what we buy and who we know. Learn about the past, present, and future of globalization from an information technology perspective, and what it means for you, your career, and your community.

**INFO-I 450 Systems Design and Development (3 cr.)** P: Approval of the dean and completion of required core informatics courses. Students work on capstone projects in supervised teams. They select an appropriate project

(preferably based on cognate), then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

**INFO-I 460 Senior Thesis (3 cr.)** P: Senior standing and approval of the dean. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

**INFO-I 490 Internship in Informatics Professional Practice (1-3 cr.)** P: Approval and completion of 100- and 200-level requirements in Informatics. Students gain professional work experience in an industry or research organization setting using skills and knowledge acquired in informatics course work. May be repeated for a maximum of 3 cr. hours. S/F grading.

**Mathematics**

**MATH-K 310 Statistical Techniques (3 cr.)** Fall, Spring. P: MATH-M 125 or MATH-M 118 or MA 153 Introduction to probability and statistics; elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measurement of central tendency and dispersion. Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, nonparametric methods. Credit given for only one of the following: PSY-K 300, ECON-E 270, MATH-K 310 or STAT 301.

**MATH-M 002 College Math Readiness Program (0 cr.)** P: Mathematics placement exam and authorization by advisor. Students will review and strengthen the prealgebra and algebra skills necessary for success in college mathematics classes (MATH-M 007, MATH-M 117, MATH-M 104, MATH-M 105, MATH-M 125, MATH-M 118, MATH-M 133, MATH-M 134)

**MATH-M 003 Mathematics Laboratory (0 cr.)** C: MATH-M 007, MATH-M 117, MATH-M 104, or MATH-M 105. Mathematics Laboratory to accompany algebra courses.

**MATH-M 007 Elementary Algebra (3 cr.)** Fall, Spring. Signed numbers, operations with polynomials, solving equations, factoring, introduction to graphing, fractional and radical expressions. Not open to students who have had MATH-M-104. Credit may not be applied toward any degree.

**MATH-M 104 Foundations of College Algebra (3 cr.)** Fall, Spring. P: Mathematics placement exam. Students will develop critical problem solving skills, acquire an understanding of the core concept of functions and learn appropriate technology skills while strengthening their mastery of linear equations and inequalities, systems of linear equations, polynomial operations and graphing techniques for linear equations.

**MATH-M 105 College Algebra (3 cr.)** Fall, Spring. P: Math-M 104 OR Mathematics placement exam. Students will deepen their understanding of functions, acquire non-linear problem solving skills and develop the algebraic skills necessary for precalculus and general education mathematics courses: factoring; quadratic, polynomial,

rational and radical equations and applications; and operations with rational expressions, radicals, and rational exponents.

**MATH-T 109 Mathematics for Elementary Education I (3 cr.)** Fall, Spring. P: MATH-M 118 or MATH-M 125. Introduction to problem-solving, including use of patterns and Venn diagrams; study of various numeration systems; whole numbers, fraction, and decimal algorithms with manipulatives; ratio; percent; logic. Open only to elementary education majors. Does not count towards divisional distribution requirement.

**MATH-T 110 Mathematics for Elementary Education II (3 cr.)** Fall, Spring. P: MATH-M 118 or MATH-M 125. Emphasis on geometry with use of manipulatives; study of plane figures and solids. Discussion of area, volume, symmetry, perimeter, tessellation, constructions with mira and compass, congruence, similarity, probability, statistics. Open only to elementary education majors. Does not count toward divisional distribution requirement.

**MATH-M 117 Intermediate Algebra (3 cr.)** Fall, Spring. P: MATH-M 007 or equivalent. R: C- or above in MATH-M 007. Factoring, rational expressions, fractional exponents, radicals, quadratic equations, and functions. Does not count toward the arts and sciences divisional distribution requirements.

**MATH-M 118 Finite Mathematics (3 cr.)** Fall, Spring. P: two years of high school algebra or MATH-M 117. R: a grade of C- or better in MATH-M 117 or equivalent. Set theory, linear systems, matrices and determinants, probability, linear programming. Applications to problems from business and the social sciences.

**MATH-M 119 Brief Survey of Calculus I (3 cr.)** Fall, Spring. P: two years of high school algebra or MATH-M 125 or equivalent. R: a grade of C- or better in MATH-M 125 or equivalent. Introduction to calculus. Primarily for students in the social sciences. Not open to those who have had MATH-M 211 or MATH-M 215. Credit not given for both MATH-M 215 and MATH-M 119.

**MATH-M 120 Brief Survey of Calculus II (3 cr.)** Spring. P: MATH-M 119. R: a grade of C- or above in MATH-M 119. A continuation of MATH-M 119, covering topics in elementary differential equations, calculus of functions of several variables and infinite series. Intended for non-physical science students. Credit not given for both MATH-M 216 and MATH-M 120. Knowledge of trigonometry required.

**MATH-M 125 Precalculus Mathematics (3 cr.)** Fall, Spring. P: MATH-M 117. R: a grade of C- or better in MATH-M 117 or equivalent. Designed to prepare students for calculus. Algebraic operations, polynomials, functions and their graphs, conic sections, linear systems of equations. Does not count toward the arts and science divisional distribution requirements.

**MATH-M 126 Trigonometric Functions (3 cr.)** Spring. P: MATH-M 125. Designed to develop the properties of the trigonometric, exponential, and logarithmic functions and to prepare for courses in calculus (MATH-M 211 or MATH-M 215).

**MATH-M 215 Calculus I (5 cr.)** Fall, Spring. P: two years of high school algebra and trigonometry, or both MATH-M 125 and MATH-M 126. Coordinates, functions, straight

line, limits, continuity, derivative and definite integral, applications, circles, conics, techniques of integration, infinite series. MATH-M 215 not open to those who have had MATH-M 119 or MATH-M 211. A student cannot receive credit for both MATH-M 215, MATH-M 119 and MATH-M 215, MATH-M 211 and MATH-M 215, MATH-M 120 and MATH-M 216 or MATH-M 212 and MATH-M 216.

**MATH-M 303 Linear Algebra for Undergraduates (3 cr.)** P: MATH-M 216 or consent of instructor. Introduction to theory of real and complex vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Credit not given for both MATH-M 301 and MATH-M 303.

**MATH-M 311 Calculus III (4 cr.)** P: MATH-M 216 or consent of instructor. Elementary geometry of 2, 3, and n-space; functions of several variables; partial differentiation; minimum and maximum problems; and multiple integration.

**MATH-M 313 Elementary Differential Equations with Applications (3 cr.)** P: MATH-M 216 or consent of instructor. Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques. A student may not receive credit for both MATH-M 313 and 343.

**MATH-T 336 Topics in Euclidean Geometry (3 cr.)** P: MATH-M 301 or MATH-M 303 and MATH-M 391 or their equivalents. 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.

**MATH-M 347 Discrete Mathematics (3 cr.)** P: MATH-M 212 or MATH-M 216. Injective and surjective functions; inverse functions; composition; reflexive, symmetric, and transitive relations; equivalence relations; sets including complements, products, and power sets; cardinality; introductory logic including truth tables and quantification; elementary techniques of proof including induction and recursion; counting techniques; graphs and trees; discrete probability.

**MATH-M 360 Elements of Probability (3 cr.)** P: MATH-M 216. C: MATH-M 311. Introduction to mathematical theory of probability. Probability models, combinatorial problems, conditional probability and independence, random variables, discrete and continuous distributions, repeated Bernoulli trials, gambler's ruin problems, moments, moment generating functions, law of large numbers, central limit theorem, and applications.

**MATH-M 366 Elements of Statistical Inference (3 cr.)** P: MATH-M 360. Sampling distributions (Chi square, t and F distributions), order statistical decisions, and inference. Hypothesis-testing concepts, Neyman-Pearson Lemma, likelihood ratio tests, power of tests. Point estimation, method of moments, maximum likelihood, Cramer-Rao bound, properties of estimators. Interval estimation, applications. Regression, correlation, analysis of variance, nonparametric methods.

**MATH-M 403 Introduction to Modern Algebra I (3 cr.)** P: MATH-M 301 or MATH-M 303. Study of groups, rings,

fields (usually including Galois theory), with applications to linear transformations.

**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.

**MATH-M 415 Elementary Complex Variables with Applications (3 cr.)** P: MATH-M 311. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integrations, calculus of residues, conformal mapping. Application to physics.

**MATH-M 447 Mathematical Models and Applications I (3 cr.)** P: MATH-M 301 or MATH-M 303, MATH-M 311, and MATH-M 360, which may be taken concurrently, or with consent of instructor. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

**MATH-M 471 Numerical Analysis I (3 cr.)** P: MATH-M 301 or MATH-M 303, MATH-M 313 or MATH-M 343, and MATH-M 311, or consent of instructor. R: CSCI-C 301 or FORTRAN programming. Interpolation and approximation of functions, numerical integration and differentiation, solution of nonlinear equations, acceleration and extrapolation, solution of systems of linear equations, eigenvalue problems, initial and boundary value problems for ordinary differential equations, and computer programs applying these numerical methods.

**MA 153 Algebra and Trigonometry I (3 cr.)** Fall, Spring. R: A grade of C- or better in MATH M 117 or equivalent. Algebra for students with inadequate preparation for calculus. This is the first half of a two-semester version of MA 151. Not open to students with credit for MA 151.

**MA 154 Algebra and Trigonometry II (3 cr.)** Spring. P: MA 153 or equivalent. Trigonometry for students with inadequate preparation for calculus. This is the second half of a two-semester version of MA 151. Not open to students with credit for MA 151.

**MA 221 Calculus for Technology I (3 cr.)** Spring. P: MA 153 or equivalent. R: a grade of C- or better in MA 153 or MA 154 or equivalent. Not open to students with credit in MATH-M 119. First course in techniques of calculus for students enrolled in certain technical curricula. MA 222 Calculus for Technology II (3 cr.) Spring. P: MA 221. R: a grade of C- or better in MA 221 or equivalent. Not open to students with credit in MA 224 or MATH-M 120. Continuation of MA 221. Knowledge of trigonometry required.

### Microbiology

**MICR J 200 Microbiology and Immunology (3 cr.)** Fall, Spring. P: ANAT-A 215 and PHSL-P 215 or equivalent. For students of the baccalaureate curricula in the School of Nursing and in the Division of Allied Health Sciences; others by consent of instructor. Concurrent or previous registration in J201 Microbiology Laboratory is recommended. Basic principles of microbiology, cell biology and epidemiology. Consideration of pathogenic

bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

**MICR-J 201 Microbiology Laboratory (1 cr.)** Fall, Spring. P or C: MICR-J 200. Bacteriological techniques of microscopy, asepsis, pure culture, and identification of unknown bacteria. Biology of microorganisms; action of antimicrobial agents and disinfectants, food microbiology and bacterial agglutination reactions.\*

**MICR-M 310 Microbiology (3 cr.)** Alternate years. P: two semesters of college chemistry; BIOL-L 105. C: MICR-M 315. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. Topics covered include bacterial growth and metabolism, microbial genetics, microbial diversity, mechanisms of pathogenicity, epidemiology and environmental microbiology.

**MICR-M 315 Microbiology Laboratory (2 cr.)** Alternate years. C: MICR-M 310. Laboratory exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions. These principles will include microscopy, asepsis, pure culture, bacterial metabolism, genetic transformation and identification of unknown bacteria.\*

### Physiology

**PHSL-P 215 Basic Human Physiology (5 cr.)** Fall, Spring. Functional aspects of cells, tissues, organs, and systems in mammalian organisms. Designed for pre-professional students in allied health, nursing, speech and hearing, and HPER.\*

**PHSL-P 416 Comparative Animal Physiology (3 cr.)** Alternate years. P:CHEM-C 106, two college biology courses, and one college mathematics course. Physiological principles of the respiratory, circulatory, excretory, and related systems in a variety of invertebrate and vertebrate animals.

**PHSL-P 418 Laboratory in Comparative Animal Physiology (2 cr.)** Arr. P or C: PHSL-P 416. Laboratory experiments using a variety of animals to illustrate physiological principles.\*

### Physics

**PHYS-P 100 Physics in the Modern World (5 cr.)** Fall, Spring. Ideas, language, methods, impact, and cultural aspects of physics today. Includes classical physics up to physical bases of radar, atomic energy applications, etc. Beginning high school algebra used. Cannot be substituted for physics courses explicitly designated in specified curricula. No credit in this course will be given to students who have passed PHYS-P 201-202.\*

**PHYS-P 201 General Physics I (5 cr.)** Fall. P: MATH-M 125 or high school equivalent. Newtonian mechanics, oscillations and waves, bulk properties of matter and thermodynamics.\*

**PHYS-P 202 General Physics II (3 cr.)** Spring. P: PHYS-P 201. Electricity and magnetism, geometrical and physical optics, and modern physics.\*

**PHYS-P 221 Physics I (5 cr.)** Alternate years. P: MATH-M 215. This course is the first semester of a two semester sequence of calculus-based, introductory physics. In PHYS-P 221, we will explore Newtonian mechanics, fluid

dynamics, oscillations and waves, thermodynamics, and elementary kinetic energy.

**PHYS-P 222 Physics II (5 cr.)** Spring Alternate years. P: MATH-M 215, PHYS-P 221. This course is the second semester of a two semester sequence of calculus-based, introductory physics. In PHYS-P 222, we will focus primarily on electricity and magnetism. We will also learn about geometrical and physical optics, the special theory of relativity and elements of contemporary physics.

**PHYS-P 301 Contemporary Physics (3 cr.)** Arr. P: PHYS-P 202 or PHYS-P 222; MATH-M 215, which may be taken concurrently with consent of instructor. Introduction to modern physics. Atomic and nuclear physics, kinetic theory, relativity, elementary particles.

**PHYS-P 310 Environmental Physics (3 cr.)** Arr. P: PHYS-P 201 or consent of instructor. Relationship of physics to current environmental problems. Energy production, comparison of sources and by-products; nature of and possible solutions to problems of noise; particulate matter in atmosphere.

### Physical and Life Sciences

**PLSC-B 203 Survey of the Plant Kingdom (5 cr.)** Spring. Survey of various groups of plants, including their structure, behavior, life histories, classification, and economic importance.\*

**PLSC-B 364 Summer Flowering Plants (5 cr.)** Summer P: one introductory biology course. A course for students desiring a broad, practical knowledge of common wild and cultivated plants.\*

### Zoology

**ZOOL-Z 315 Developmental Anatomy (5 cr.)** Alternate years. P: BIOL-L 105. Comparative study of the structure and development of vertebrates, including humans.\*

## Bachelor of Science in Chemistry

Students completing the Bachelor of Science (B.S.) Degree in Chemistry has a broad theoretical and practical chemistry background as well as laboratory, research, and internship experiences preparing them to enter a variety of chemistry or chemistry-related graduate programs, to teach high school chemistry, or to work in entry-level laboratory positions. The B.S. in Chemistry program is ideal for students heading for professional programs in pharmacy, medicine or dentistry. The degree provides a strong background for students completing wishing to enter the workforce in research, development, production, quality control, and management.

### Degree Requirement

1. Students must complete a minimum of 120 credit hours with a cumulative grade point average of 2.0 or higher.
2. Entering freshmen must take SSCI-E 105 Science Freshmen Learning Community (1 cr.).
3. General Education. Students must complete all of the requirements of the Indiana University Kokomo campus-wide general education curriculum. The General Education requirements in quantitative literacy, critical thinking, and physical and life sciences are satisfied by the major.
4. Mathematics and Informatics. Students must take MATH-K 310 Statistical Techniques (3 cr.), MATH-

M 215/216 Calculus I and II (10 cr.), and INFO-I 101 Introduction to Informatics (4 cr.).

5. Chemistry Courses (all with grades of C- or higher) - Students must complete CHEM-C 105 Principles of Chemistry I (3 cr.), CHEM-C 106 Principles of Chemistry II (3 cr.), CHEM-C 125 Experimental Chemistry I (2 cr.), CHEM-C 126 Experimental Chemistry II (2 cr.), CHEM C 310 Analytical Chemistry Laboratory (2 cr.), CHEM-C 341 Organic Chemistry I (3 cr.), CHEM-C 342 Organic Chemistry II (3 cr.), CHEM-C 343 Organic Chemistry I Laboratory (2 cr.), CHEM-C 344 Organic Chemistry II Laboratory (2 cr.), CHEM-C 361 and 362 Physical Chemistry I and II (6 cr.), CHEM-C 430 Inorganic Chemistry (3 cr.), CHEM-C 483 Chemical Biology (3 cr.), CHEM-C 409 Chemistry Research (3 cr.), CHEM-C 410 Principles of Chemical Instrumentation (3 cr.), and CHEM-C 495 Capstone in Chemistry (3 cr.). In addition, students must take BIOL-L 105 Introduction to Biology (5 cr.).
6. Physics Courses (10 credit hours)—Students must complete either PHYS-P 201 General Physics I (5 cr.), and PHYS-P 202 General Physics II (5 cr.), or PHYS-P 221 General Physics I (5 cr.) and PHYS-P 222 General Physics II (5 cr.).
7. Chemistry Electives (as needed to complete 120 credit hours, all with grades of C- or higher). Any 300-/400-level chemistry courses including CHEM-Y 398 Professional Practice in Chemistry (3 cr.), BIOL-L 367 Cell Physiology (3 cr.), MICR-M 310 Microbiology (3 cr.), and MICR-M 315 Microbiology Lab (2 cr.).
8. 30 of the last 60 credit hours at Indiana University Kokomo.

## Schools

### Division of Allied Health Sciences

#### (visit website)

#### Bachelors Degrees

- Bachelor of Applied Science (pending approval)
- Bachelor of Science in Health Science with concentrations in:
  - Sports and Fitness
  - Wellness and Health Promotion
- Medical Imaging Technology

#### Minors

- Coaching

#### Associates Degrees

- Associate of Science in Radiography

#### Certificate Programs

- Coding Technology Certificate
- Post Baccalaureate Certificate in Clinical Lab Science

## School of Business (visit website)

#### Bachelors Degrees

- Bachelor of Science in Business with concentrations in:

- Accounting
- Finance and Economics
- Management
- Marketing

### Masters Degrees

- Master of Business Administration

### Certificates

- Post Baccalaureate Certificate in Accounting

### Minors

- Business Minor

## School of Education ([visit website](#))

### Bachelors Degrees

- Bachelor of Science in Education
  - Bachelor of Science in Elementary Education
  - Bachelor of Science in Secondary Education

### With Concentrations in:

- English/Language Arts Teaching Major
- Exceptional Learners: Mild Intervention
- Fine Arts: Visual Arts Teaching Major
- Mathematics Teaching Major
- Science Teaching Major
- Social Studies Teaching Major
- Generalist: Grades 5-9

### Masters Degrees

- Master of Science in Education

## Department of Criminal Justice and Homeland Security

### Bachelors Degrees

- Bachelor of Science in Criminal Justice

### Minors

- Criminal Justice

### Certificates

- Correctional Management and Supervision
- Homeland Security and Emergency Management
- Public Safety

## School of Humanities and Social Sciences ([visit website](#))

- Bachelor of Arts in Communication Arts with concentrations in:
  - Journalism
  - Public Communications
  - Public Relations/Corporate Communications
- Bachelor of Arts in English with concentrations in:
  - Pre-Law
  - Writing, Editing, and Media
- Bachelor of Arts in Fine Arts (BA)
- Bachelor of Arts in Humanities
- Bachelor of Arts in New Media Communication with concentrations in:

- Creative Digital Development
- Graphic Design
- Web Design
- Video Games and Animation

- Bachelor of Fine Arts (BFA)
- Bachelor of Science in Communication Arts with concentrations in:
  - Journalism
  - Public Communications
  - Public Relations/Corporate Communications
- Bachelor of Science in New Media Communication with concentrations in:
  - Creative Digital Development
  - Graphic Design
  - Web Design
  - Video Games and Animation

### Minors

- Art History
- Communication Arts
- Creative Arts
- English Literature
- English Writing
- New Media Communication
- Philosophy
- Pre-Law
- Spanish
- Leadership

### Masters Degrees

- Master of Arts in Liberal Studies

### Certificates

- Certificate in Spanish
- Post Baccalaureate Certificate in New Media Communications

## Department of Psychology

- Bachelor of Arts in Psychology
- Bachelor of Science in Psychology with concentrations in:
  - Psychological Sciences
  - General Sciences
- Psychology

## Department of Sociology, History, and Political Science

### Bachelors Degrees

- Bachelor of Arts in History/Political Science with a concentration in:
  - Pre-Law
- Bachelor of Science in History/Political Science with a concentration in:
  - Pre-Law
- Bachelor of Arts in Sociology with a concentration in:
  - Applied Sociology/Human Services

- Bachelor of Science in Sociology with a concentration in:
  - Applied Sociology/Human Services

#### Minors

- History
- Political Science
- Sociology

### School of Nursing ([visit website](#)) Bachelors Degrees

- Bachelor of Science in Nursing
- RN to BSN transition

#### Masters Degrees

- Master of Science in Nursing

### Department of Public Administration and Health Management ([visit website](#))

- Bachelor of Science in Public Administration with concentrations in:
  - Health Administration
  - Public Management

#### Masters Degrees

- Master of Public Management

#### Certificates

- Graduate Certificate in Health Management
- Graduate Certificate in Public Management

### School of Sciences ([visit website](#))

- Bachelor of Arts in Biology
  - Pre-Dentistry
  - Pre-Medicine
  - Pre-Optometry
  - Pre-Pharmacy
  - Pre-Veterinary Medicine
- Bachelor of Arts in Biological and Physical Sciences
  - Pre-Doctor of Physical Therapy
  - Pre-Master of Occupational Therapy
  - Pre-Chiropractic Therapy (3+3 articulation with Logan College)
- Bachelor of Arts in Chemistry
  - Chemical Biology
- Bachelor of Arts in Mathematics
- Bachelor of Science in Biology
- Bachelor of Science in Biological and Physical Sciences with a concentration in:
  - Environmental Biology and Sustainability
- Bachelor of Science in Biochemistry
- Bachelor of Science in Chemistry with a concentration in:
  - Chemical Biology
- Bachelor of Science in Chemical Biology
- Bachelor of Science in Informatics
- Bachelor of Science in Mathematics

#### Minors

- Biology
- Chemistry
- Environmental and Earth Sciences
- Informatics
- Mathematics

#### Certificates

- Post Baccalaureate Certificate in Informatics
- Post Baccalaureate Certificate in Mathematics

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#### Certificates

- Certificate in Contemporary Entrepreneurship
- 

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Name of School <<Link to school Web site>>  
Street  
Indianapolis, IN ZIP  
(812) phone#

e-mail address

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## Absence

Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. The names of students who are excessively absent are to be reported by their instructors to the Office of the Registrar.

## Academic Standing of Students

A student is considered to be a candidate in good standing for an Indiana University degree when admitted into a degree program by the Office of Admissions, when the

academic grade point average is not less than a 2.0 (C) for the last semester's work, and when the cumulative average is not below this same level.

## Application for Graduation

Graduation dates at IU Kokomo occur in December, May, and August. Students planning to graduate in December must apply for their degrees by September 15. The application deadline for May and August graduations is January 15. Please note that some divisions have special graduation requirements. Read the division section and consult with an advisor to be sure all requirements for graduation are met.

## Checklist

The university checklist contains names of students not permitted to register for another semester without authorization from the university office that placed them on the checklist. Students may be placed on the checklist for academic or financial reasons, or for misconduct.

## Classification of Students

Class standing is based on the number of credit hours completed by the student:

Freshman: 1-25

Sophomore: 26-55

Junior: 56-85

Senior: 86 or more

Graduate: Students who have applied for and have been accepted into a graduate degree program.

## Credit Hours

### Credit Hours Completed at Close of Semester/Minimum Cumulative GPA

(Total Grade Pts./Total Cr. Hrs.)

12–24:1.50

25–36:1.75

37–45:1.90

46 or more: 2.00

Suppose that a student has earned the following grades in a semester:

3 credit hours of A (12 credit points)

3 credit hours of B (equals 9 credit points)

3 credit hours of C+ (equals 6.9 credit points)

3 credit hours of D- (equals 2.1 credit points)

3 credit hours of F (equals 0 credit points)

The semester grade point average would be 2.0 (30 credit points divided by 15 credit hours) Students have access to a GPA calculator online at <http://registrar.indiana.edu/calculator.php>.

## Dean's List

The Academic Affairs honors list includes students from each undergraduate division who have met the following academic criteria. Full-time students must have carried at least 12 credit hours of work throughout a semester with a grade point average of 3.5 or higher. Part-time

students must have accumulated a minimum of 12 credit hours during the spring semester, summer session, and fall semester with a grade point average of 3.5 or higher. Academic Affairs honor list students are recognized on Honors Day, prior to Commencement activities.

## Degree Requirements

The specific degree requirements of the division or school from which the student expects to receive the degree can be found in the sections of this bulletin for each division. Unless otherwise noted within the division or school sections of this bulletin, the minimum University graduation requirements are 120 credit hours and a 2.0 GPA.

Students are responsible for understanding all requirements that must be met before a degree is granted. These regulations concern such matters as curriculum, courses, majors, and campus residence. Advisors, directors, and deans will always help students understand these requirements, but students themselves are responsible for fulfilling them.

## Extended X

Effective with the Spring 2004 semester, undergraduate students who wish to repeat a course in which they received a grade below an "A" must secure approval from their academic advisor. The course in which the student re-enrolls should be the same course which is being replaced. However, course numbers and titles occasionally change, and this will be taken into account. A student may exercise the Extended X option for no more than three courses, totaling no more than 10 credits during an academic career. In addition, a student may use the Extended X option only once for any given course. A student who has failed a course due to academic dishonesty may not retake that course for grade replacement under this policy. To exercise the Extended X option, students must obtain an Extended X form from their academic unit, secure the appropriate signatures, and return the form to the Office of the Registrar.

## General Education

The General Education curriculum is designed to meet the needs of students in all of IU Kokomo's baccalaureate programs. The goals are essentially threefold: to enable students to acquire knowledge common to educated people; to provide students with the ability to integrate knowledge from different disciplines and to discover the connections between diverse thoughts and ideas; and to empower students with the skill, creativity, and curiosity to be life-long learners.

The following general education curriculum (effective fall 2009) is required of each student who is granted a baccalaureate degree at the Indiana University Kokomo campus. Total credit hours will typically number 42 or 44. Each course must be completed with a passing grade, and students must obtain a minimum GPA of 2.0 in the General Education curriculum. If a student takes more than the required number of courses within a section, the course(s) with the highest grade(s) will be used in the GPA calculation. With the exception of courses jointly listed under Sections I and II, no course can be used twice to satisfy multiple requirements. Some courses may have prerequisites. Additional departments and/or schools may have specific general education requirements rather than

the general ones listed here. Students should consult with their advisor for more information.

Below is the listing of the 9 general education outcomes and the courses that fulfill them.

### Category I - Communication Skills

Requirement – Three required courses (total of 9 hours)

#### Courses that fulfill

1. ENG-W 131 (not required if student places into ENG-W 132)
2. ENG-W 132
3. SPCH-S 121

**Category II- Information Literacy** Requirement – no incremental requirement

#### Courses that fulfill

1. ENG-W 131 (not required if student places into ENG-W 132)
2. ENG-W 132
3. SPCH-S 121

### Category III – Quantitative Literacy

Requirement – Choose from one of three options (total of 4 – 8 hours)

Option 1 MATH-M 118 or MATH-M 119 or MATH-M 215 AND a statistics course at the major level: ECON-E 270, MATH-M 366, MATH-K 310, PSY-K 300, EDUC-K 490, NURS-H 355

Option 2 MATH-M 133 (2 cr.) AND MATH-M 134 (2 cr.): These courses have MATH-M117 as a prerequisite and have the statistics content.

Option 3 Students pursuing the B.A. or B.S. in Mathematics will satisfy the statistics requirement through MATH-M 366 or through an independent study project that will be assessed on the General Examination.

### Category IV – Critical Thinking

Requirement – One course from the list (total of 3 hours)

#### Courses that fulfill

PSY-P211, COAS-S400, PHIL-P150, ENG-L202, SPCH-S336, SOC-S340, BUS-J401, PAHM-V379, CJHS-J201, NURS-S470, INFO-I303, EDUC-P251, EDUC-P255, NMCM-N411, CHEM-105/125, BIOL-L105, MATH-M216, BIOL-L364, PHIL-P383, AHLT-R406

### Category V – Cultural Diversity

Requirement – One course from the list (total of 3 hours)

#### Courses that fulfill

SOAS-I100\*, SOAS-F200\*, SPCH-S302, SPCH-S427, EDUC-M300, BUS-D301, PAHM-V130, CJHS-J355, Any 100-level or above foreign language course, NURS-B233  
FOLK-F101, INFO I356, SOC S100

### Category VI – Ethics and Civic Engagement

Requirement – One course from the list (total of 3 hours). Courses are required to satisfy at least two of the three learning outcomes.

Courses that fulfill SPCH-S 223, SPCH-S 233, PHIL-P 100, PHIL-P 140, PHIL-P 242, PHIL-P 342, PHIL-P 375, PHIL-

P 383, EDUC-H 340, BUS-L 201, PAHM-V 170, CJHS-J 101, NURS-S 472, AHLT-R 407

### Category VII – Social and Behavioral Sciences

Requirement – two 3 credit hour courses, each from a different area (total of 6 hours)

Courses that fulfill - PsychologyPSY-P 103

Courses that fulfill – SociologySOC-S 100, SOC-S 101

Courses that fulfill – Political SciencePOLS-Y 103, POLS-Y 217, POLS-Y 219

Courses that fulfill – EconomicsECON-E 175, ECON-E 200, ECON-E 201, ECON-E 202

Courses that fulfill – HistoryHIST-H 105, HIST-H 106, HIST-H 113, HIST-H 114

Courses that fulfill – depends on the topic that semesterCOAS-S 104

\*To facilitate the graduation checklist process, records will be kept at the registrar level or the advisor level indicating the goal satisfied in any given semester.

**Category VIII – Humanities and Arts Requirement** – two 3 credit hour courses, each from a different area (total of 6 hours)

Courses that fulfill - Literature and PhilosophySPAN-S 360, Any PHIL course except PHIL-P 150, Any ENG L course or ENG-E course, COAS-E 103\*, FINA-A 101, FINA-A 102

Courses that fulfill - Fine, Performing, and Communication Arts FINA-A 101, FINA-A 102 or any studio art course, HUMA-U 101, HUMA-U 102, HUMA-U 103, HUMA-U 305, MUS-M 174, MUS-X 001, MUS-X 040, MUS-X 070, MUS-U 320 or any music performance course, SPCH-C 205, THTR-T 120, ENG-W 203, SPCH-S 201, EDUC-M 333 AND EDUC-M 323, COAS-E 103

\*To facilitate the graduation checklist process, records will be kept at the registrar level or the advisor level indicating the goal satisfied in any given semester.

**Category IX – Physical and Life Sciences Requirement** – One 5 credit hour course with a lab and one 3 credit hour course from a different area (total of 8 hours)

Courses that fulfill - BiologyBIOL-L 100 (5), BIOL-L 105 (5), BIOL-L 270 (3), BIOL-L 370 (3), ANAT-A 215 (5), PHSL-P 215 (5), MICR-J 200 (3), PLSC-B 203 (5), PLSC-B 364 (5), COAS-E 105\*

Courses that fulfill - ChemistryCHEM-C 390 (3), CHEM-C 100/C 120 (5), CHEM-C 101/CHEM-C 121 (5), CHEM-C 105/CHEM-C 125 (5), COAS-E 105\*, CHEM-C 109

Courses that fulfill - PhysicsPHYS-P 100 (5), PHYS-P 201 (5), AST-A 110, COAS-E 105\*

Courses that fulfill - GeologyGEOG-G 315 (3), GEOG-G 107 (3), GEOL-G 100 (5), GEOL-G 133 (5), GEOL-G 400 (3), GEOL-T 312 (3), COAS-E 105\*

## Grading Policies

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

average is computed at the end of each semester and on a cumulative basis.

For each hour of credit, points are associated with grades as follows:

A+ or A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = 0.7
C+ = 2.3	F = 0.0

No points are recorded for an F, although the hours attempted are included in the computation. Credit points are calculated by multiplying the points associated with a grade by the number of credit hours for the course. Example: 3 hours of A = 12 credit points.

## Graduation with Distinction

To graduate with distinction, baccalaureate and associate degree candidates must rank within the highest 10 percent of the graduating class of their respective degree-granting units. Additionally, baccalaureate candidates must have completed a minimum of 60 credit hours in residence on the campus where the degree is awarded. Associate degree candidates must have completed half of the credit hours required for their degree on the campus where the degree is awarded.

## Financial Encumbrance

Students who incur a financial encumbrance are not permitted to register for another semester or receive official transcripts and will be denied all university services until the indebtedness is satisfied and the encumbrance is removed.

## Forgiveness Policy

A "forgiveness policy" was adopted by IU Kokomo in 1997. The purpose of the policy is to establish an effective means for students to return to IU Kokomo after they have achieved poorly, affording them a fresh start. The policy stipulates that students must be pursuing their first university degree and must have been out of the IU system for at least three years. Forgiveness applies only to coursework taken at IU and does not apply to any grades that resulted from academic dishonesty. Students must apply for invocation of this policy before the end of their first semester of their return to IU Kokomo.

## Intercampus Transfer

A student changing from the Kokomo campus to another Indiana University campus does not need a transcript; however, arrangements should be made with the academic division to have required credentials other than the permanent record forwarded to the appropriate office on the other campus. Intercampus transfer is an on-line process and information can be found at <http://www.iuk.edu/admin-services/registrar/transfer.shtml>.

Students on other IU campuses are eligible to complete an intercampus transfer as long as they have not been dismissed from another IU campus. If a student has been dismissed, the IU Kokomo readmission policy applies. Moreover, when a student's GPA and total credits

would warrant dismissal from IU Kokomo, IU Kokomo's readmission policy will apply.

Students requesting an ICT with a cumulative GPA of 2.0 or greater and a most recent semester GPA of 2.0 or greater are considered in good standing. Students who do not meet the above criteria are probationary transfers. The IU Kokomo policy regarding probation and dismissal will apply to these students.

## Incompletes

The grade of Incomplete (I) is an agreement between the student and the instructor. It is assigned only when the required work of the course is substantially completed and the student's work is of a passing quality.

A grade of Incomplete must be removed within the time stipulated by the instructor; under no circumstances may this exceed one calendar year. If a grade of Incomplete has not been removed within the calendar year of its recording, it will be changed to an F. Students should not register for credit in a course in which they have received a grade of Incomplete.

## Pass/Fail Option

The P/F option, which permits students to designate courses to be recorded for either Pass (P) or Fail (F), is available to all undergraduate students for a maximum of two elective courses per academic calendar year, with a maximum of eight courses to be applied toward graduation. These courses may not include those offered only on a Satisfactory/ Fail basis. Graduate students may elect the option for a maximum of four elective courses (which may be restricted to one such course per semester) to be applied toward graduation. Other specific course limitations vary from division to division. The student should consult a divisional advisor for details.

Exercise and approval of the option must be completed by the end of the fourth week of classes during the fall or spring semester, or the second week of classes during the summer session. The student should obtain a Pass/Fail form from the Office of the Registrar, secure the signature of the chairperson or acting representative of the division, and return the completed form to the Office of the Registrar by the deadline noted above.

The grades of A, B, C, and D (pluses and minuses) shall be considered as Pass (P) under the option. In no case will these grades be substituted at a later time in place of a P. The grade of P is not counted in computing grade point averages; the grade of F is included.

Instructors will not be notified of those students registering for this option. A final grade of A, B, C, D, or F (pluses and minuses) will be submitted by the instructor and will be converted to the appropriate Pass/Fail grade (P or F) by the registrar.

## Probation and Dismissal Policies

The following policy regarding academic probation and dismissal applies to all Indiana University Kokomo students. Dismissal from the university occurs when a student has ceased to make adequate progress toward a degree.

1. Any student whose cumulative GPA falls below 2.0 will be placed on academic probation.

2. A student may be continued on probation when his/her semester GPA is above a 2.0 but his/her cumulative GPA is below 2.0.

**Note:** The faculty of a school, division or degree program may enact more stringent or more specific policies governing probation, suspension or readmission in that school, division or degree program.

1. A student on academic probation shall be dismissed from Indiana University Kokomo if his/her semester GPA is below 2.0 and his/her cumulative GPA is below that required in the table below.

Credit Hours Completed at Minimum Cumulative GPA

Close of Semester (Total Grade Points/Total Credit Hours)

12 to 24	1.50
25 to 36	1.75
37 to 45	1.90
46 or more	2.00

**Note:** Students may be dismissed from their school or program if they fail to meet academic or professional standards. Such students will be informed of their dismissal in writing by the school's dean or the dean's campus representative.

1. Students will not be evaluated for possible dismissal until they have completed 12 credit hours.
2. A student will be removed from academic probation when he/she has a cumulative GPA of 2.0 or higher.
3. Summer sessions will count as one semester when considering probation, dismissal, and readmission criteria.

## Student Load

A student may register for a single course or for a full-time college program. A student who registers for 12 or more credit hours a semester (6 or more in a summer session) is regarded as a fulltime student. A student working full time should generally not register for more than 6 credit hours during a regular semester or 3 in the summer session. A teacher who is employed full time is prohibited by the Indiana State Department of Education from earning more than 6 credit hours in one semester.

A student who expects 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 dean, a student is not permitted to enroll in more than 17 credit hours. A minimum grade point average of 3.0 (B) is required if a student wishes to carry more than 17 credit hours.

## Transcripts

Official transcripts may be obtained from the Office of the Registrar. Information about transcripts, including cost and how to order, may be found at <http://www.iuk.edu/admin-services/registrar/transfer.shtml>.

## Withdrawals

Students who have officially registered and who wish to withdraw must follow withdrawal procedures. Failure to follow proper withdrawal procedures will result in a grade

of F being recorded. A grade of W is automatically granted during the first eight weeks of classes. After the eighth week of classes, the instructor may assign a grade of either W or F, depending upon the level of work to date. There will be no withdrawals authorized during the last two weeks of a semester.

## Undergraduate Programs

The university's academic policies, rules, and procedures have been developed for the collective good of the university community. The information contained in this section is under the authority of the faculty, except for mandates from state and federal statutes.

### Citizenship Verification

Effective July 1, 2011, Indiana state law requires that Indiana University collect verification of citizenship from every individual who applies for "state or local public benefits." The legislation stipulates that students who are not lawfully residing in the United States are:

- ineligible for in-state tuition rates
- ineligible for scholarships, grants, assistantships or other aid funded by the university

All students are required to complete an electronic citizenship verification within OneStart.

- If you are a U.S. Citizen, once you complete the verification, your existing residency status and financial aid/scholarship awards will be unaffected.
- If you are a foreign national with a valid U.S. visa or immigration status, once you complete the verification, your existing residency status and financial aid/scholarship awards will be unaffected.
- If you live outside the U.S. and will complete your program while residing abroad, once you complete the verification, your residency status and any financial aid/scholarships awards will be unaffected.
- If you are unable to verify that you are lawfully residing in the U.S., you will no longer be eligible for in-state tuition rates or institutional aid/scholarships.

International students with any concerns about their visa/immigration status may contact the Office of International Services in Bloomington at [intlserv@indiana.edu](mailto:intlserv@indiana.edu) or 812-855-9086.

More information about this new legislation can be found here:

Indiana House Enrolled Act 1402 <http://www.in.gov/legislative/bills/2011/PDF/HE/HE1402.1.pdf>

Indiana Senate Enrolled Act 590 <http://www.in.gov/legislative/bills/2011/PDF/SE/SE0590.1.pdf>

### Equal Opportunity/Affirmative Action 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 veterans. If you have questions or problems related to any of the protected classes list above contact Gerry Stroman, the Affirmative Action Officer, at (765) 455-9529 or room 280 of the Main Building.

### Residency Policies

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 excess of fees paid by a resident student. A non-U.S. citizen will not be considered for residence classification under this policy unless the Office of U.S. Citizenship and Immigration Services (USCIS) has granted the individual either lawful permanent resident status or an immigration status that would permit the non-U.S. citizen to establish a domicile in Indiana.

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 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), 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 term in which the individual registers in the University, subject to the exception in (c) below.

- The residence of an un-emancipated person under 21 years of age who is lawfully present in the United States 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.<sup>1</sup>
- If an un-emancipated person under 21 years of age who is lawfully present in the United States 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.

- An un-emancipated person under 21 years of age who is lawfully present in the United States 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."
- 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 term next following such removal.
- A person once properly classified as a resident student shall be deemed to remain a resident student so long as lawfully residing in the United States and remaining continuously enrolled in the university until such person's degree shall have been earned, subject to the provisions of subparagraph (d) above.<sup>2</sup>

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.<sup>2</sup>

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 without the predominant purpose of education prior to the first scheduled day of classes of the term 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.

- The residence of a student's parents or guardians.
- The status of the source of the student's income.
- To whom a student pays his or her taxes, including property taxes.
- The state in which a student's automobile is registered.
- The state issuing the student's driver's license.
- Where the student is registered to vote.
- The marriage of the student to a resident of Indiana.

- Ownership of property in Indiana and outside of Indiana.
- The residence claimed by the student on loan applications, federal income tax returns, and other documents.
- The place of the student's summer employment, attendance at summer school, or vacation.
- The student's future plans including committed place of future employment or future studies.
- Admission to a licensed profession in Indiana.
- Membership in civic, community, and other organizations in Indiana or elsewhere.
- All present and intended future connections or contacts outside of Indiana.
- The facts and documents pertaining to the person's past and existing status as a student.
- 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. If a student does not pay additional monies which may be due because of his or her classification as a

nonresident student, his/her student financial account will be encumbered. A student whose account is encumbered may be denied certain University services, such as registration and transcripts.

12. A student or prospective student who fails to request resident student status within a particular term 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 term.

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

2 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, providing that all other conditions are met. 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.

## Policy on Student Records

In compliance with Section 438 of the General Education Provisions Act (as amended) entitled Family Educational Rights and Privacy Act, the following constitutes the institution's policy, which instructs the student in the procedures available to provide appropriate access to personal records while protecting their confidentiality.

1. Certain definitions and principles contained in the law and proposed guidelines are specifically adopted in the policy
  2. Public information shall be released freely unless the student files the appropriate form for requesting that certain public information not be released. This form is available in the Office of the Registrar.
  3. All students have records in the following offices: Registrar, Admissions, division in which student is enrolled.
  4. Some divisions may maintain student records in more than one physical location. A list of these separate records, their location, and the person responsible for the records may be obtained from the chairperson or director of the division.
  5. Students may also have records in offices where they have requested service:
  6. The privacy of all records may be broken at a time of emergency, defined in terms of the following considerations:
    - Seriousness of the threat to health or safety.
    - The need for access to the record in meeting the emergency.
- Whether the person requesting the record is in a position to deal with the emergency.
  - The extent to which time is of the essence in dealing with the emergency.
7. A student's record is open to the student, with the following exceptions:
  8. The employment records excluded from accessibility are records kept in the normal course of business that relate exclusively to persons as employees and are not used for any other purposes.
  9. Medical and psychological records are presently governed by State Statute, Burns Indiana Statutes, 1971 Code Edition, 34-1-14-5 and 25-33-1-17, which rigidly protects their confidentiality. They are not available to anyone other than those providing treatment, but can be reviewed by a physician or appropriate professional of the student-patient's choice.
  10. To ensure the validity and confidentiality of references prepared off-campus and on campus, certain documents may carry waivers, signed by the student relinquishing the right of access to the document.
  11. Waivers are subject to the following conditions:
  12. Student records are open to members of the faculty and staff who have a legitimate need to know their contents, except where access is prohibited by special policies such as those governing medical and psychological records.
  13. The university has established the following procedures enabling the student to have access to his or her record and has provided for interpretation and challenge:
    - "Student" is defined as one who has attended or is attending Indiana University and whose records are in the files of the university.
    - Educational records do not include files retained by individuals that are not accessible to any other person except a substitute faculty/staff member.
    - Public information is limited to name, address, phone, major field of study, dates of attendance, admission or enrollment status, school college or division, class standing, degrees and awards, activities, sports, athletic information. Records of arrests and/or conviction and traffic accident information are public information and may be released to anyone making inquiry.
- Bursar, Office of the Bursar
  - Director, Office of Career Services
  - Director, Office of Scholarships and Financial Aid
  - Coordinator, Veterans Affairs

- Assistant Vice Chancellor, Office of Student Success and Advising
  - Confidential letters of recommendation placed in files prior to January 1, 1975
  - Records of parents' financial status
  - Employment records; see (h) below
  - Medical and psychological records; see (i) below
  - Some items of academic record under certain conditions; see (j) below
  - Waivers can be signed only for the specific purpose of application for admission, candidacy for honor or honorary recognition (including financial aid based at least in part on merit), and candidacy for employment.
  - Waivers cannot be required.
  - The student shall be told, upon request, the names of those supplying references.
  - All items in the academic record not covered by waivers are open to the student. Material not covered by waivers may not be protected by keeping it out of the student's file.
  - The determination of "a legitimate need to know" will be made by the person responsible for the maintenance of the record. This determination must be made scrupulously and with respect for the individual whose record is involved.
  - Academic documents inaccessible to students (because the documents have been filed before January 1, 1975, or are segregated by waivers) are to be used only for the purpose for which they were prepared.
  - The student may see his or her record by filling out a request form at the office where the record of interest is maintained.
  - Access is to be granted promptly and no later than 30 days from the date of request.
  - The student may make the request in person or by mail.
  - The student may obtain copies upon request (for which the university may charge).
  - The student may request and receive interpretation of his or her record from the person (or designee) responsible for the maintenance of the record.
  - If the student considers the record faulty, he or she can request and receive an informal and/or formal hearing of the case to the end that the record will be corrected if judged faulty or in violation of privacy:
  - The informal hearing will be in conference with the person (or his or her designee) responsible for the maintenance of the record and - where appropriate - the party or parties authoring the record segment in question.
  - The student may request a formal hearing by obtaining from the Office of the Executive Vice Chancellor of Student Affairs a request form, on which he or she must designate the location of the record in question and a brief explanation of the reason for faulting the record. A panel of not fewer than 10 Hearing Officers will be appointed by the chief administrative officer for each campus. The director of student services will forward a copy of the request to the person responsible for the record and will provide the student and the keeper of the record with three names of Hearing Officers. The parties (student and keeper of the record in challenge) shall each strike one name; the remaining Hearing Officer shall conduct an administrative hearing with the parties present. The hearing shall be held within a reasonable period of time; notice of the date, place, and time must be given reasonably in advance. The student shall be afforded a full and fair opportunity to present relevant evidence and may be assisted or represented by any person of his or her choosing (including an attorney at the student's expense). A written decision based solely upon the evidence presented shall be prepared within a reasonable amount of time, and shall include a summary of the evidence and the reasons for the decision. The judgment of the hearing officer shall be final, and the record shall be changed or retained as recommended. If the institution decides the information is accurate, it shall inform the student of his or her right to place in his or her educational record a statement commenting upon the information, and/or noting any reasons for disagreeing with the decision. Any statement of this sort shall be maintained as long as the student's educational record or contested portion is maintained; if the student's educational record or contested portion is disclosed to any party, the student's statement shall also be disclosed. Normally, records can be released - or access given - to third parties (i.e., anyone not a member of the faculty and staff) only at the written request of the student.
14. Without the consent of the student, releases to third parties may be given only as follows:
- To parents of students who are dependents, as defined by IRS standards
  - To federal officers, as prescribed by law
  - As required by state law
  - To research projects on behalf of educational agencies for test norms, improving instruction, etc. (provided that the agencies guarantee no personal identification of students)

- To accrediting agencies carrying out their functions
- In response to a judicial order or lawfully issued subpoena (provided that the student is notified prior to compliance, or provided that a reasonable attempt to notify the student has been made)
- By IU police to other law enforcement agencies in the investigation of a specific criminal case.

15. A student may secure from the registrar's office a "consent form" authorizing the release of specified records to specific individuals.

16. A notation of releases made to third parties must be kept in the student's record. This notation is open only to the student and the person in charge of the record.

17. The third party must be informed that no further release of personally identifiable data is authorized without the written consent of the student.

## University Policies

Students are responsible for the requirements and regulations described herein. In addition, the Indiana University Kokomo Bulletin is not intended to be a comprehensive compilation of academic and administrative policies. Students are expected to be familiar with the various regulations that are office-specific, such as regulations related to financial aid, the Office of the Registrar, academic majors, as well as campus-wide rules, to include the Student Code of Conduct. Although every effort is made to provide accurate and current information, Indiana University Kokomo reserves the right to change rules, policies, fees, curricula, courses, and other programs described to reflect faculty or administrative action.

## Advanced Placement, Credit and Exemption

Indiana University Kokomo recognizes excellence in academic preparation and achievement in several ways. Advanced placement credit and exemption, college level examination program, military credit and are available opportunities. See an advisor for more information.

## Credit By Examination

Students who believe they are proficient in a subject area may seek to earn credit by taking a written "end-of-course" or comprehensive examination in that subject. Arrangements to sit for the examination must be made with the appropriate academic division chairperson. A \$5 administration fee must be paid at the Bursar's Office prior to taking the examination. A grade of C or above will earn the appropriate number of satisfactory (S) credit hours for the course. No credit will be given for a grade below C.

1. If Special Credit is given for credentials or experience, a flat per-hour rate of \$20.00 is assessed with a ceiling of 5 hours per class.
2. If by Exam

1) And taken within the first two semesters following matriculation, there is no charge.

2) And taken within the first semester as a transfer student, the same hourly flat rate

(A) applies.

1. For all others, student pays the full instructional credit rate of resident or non-resident. Students will pay the hourly rate in effect at the time they make payment at the Office of the Bursar.

**NOTE:** Special credit forms are good for six months from date of issue.

## College Level Examination Program (CLEP)

Students who take certain CLEP Subject Examinations may be considered for advanced credit. Contact the Office of Admissions for more information.

## Military Credit

Veterans of military service may be eligible for academic credit as a result of their military training and experience. Contact the Office of Admissions for more information.

## College Board Advanced Placement (AP) Examination Program

Advanced Placement examination scores in mathematics, American history, European history, American government, comparative government, psychology, chemistry, biology, physics, English composition/literature, and English language/composition are considered for possible exemption or advanced credit at Indiana University College Board AP exams are not administered on the IU Kokomo campus; contact high school guidance offices for more information.

## Special Programs

The faculty at IU Kokomo have designed two programs that will enhance your academic experience. The IU Kokomo Honors Program offers educational and cultural opportunities to foster intellectual curiosity and professional development. In addition to engaging coursework, honor students are given special opportunities to work with faculty on research projects, to present their work at conferences, and to receive individualized mentoring from faculty members in their major area of study.

The Overseas Study Program provides students with opportunities to study in a variety of countries for a semester or a year. In addition, the faculty have designed courses that include one week travel experiences as part of a course. These trips usually occur over spring break or in the summer.

## Honors Program

**Joe Keener, Director**

The IU Kokomo Academic Honors Program offers educational and cultural opportunities to foster intellectual

curiosity and professional development for talented, highly motivated, and creative students. In addition to coursework, Honors students are given special opportunities, for example, to participate with faculty on research projects, to present their work at regional conferences, and to receive individualized counseling.

There are two types of honors courses. Honors colloquia are three-credit courses that focus on interdisciplinary topics, such as "Ethics and Technology" and "Human Intelligence." H-Option courses provide students with a way to gain honors credit from regular courses. An H-Option section runs concurrently with a section of a regular course, and the Honors student attends class with other students. The instructor and the Honors student develop a special set of course requirements to fit the student's abilities and interests; typically these include many of the regular requirements. To do this, students must complete an H-Option contract form with the professor's approval and submit the form to the Honors director, who will then arrange for honors credit upon completion of the project. H-Option course sections may also be set up for internships, independent studies, field-work experience, undergraduate thesis, or other research/creative projects. Students should consult the Honors Director for currently offered honors courses.

Incoming freshman students are eligible to apply if they have combined SAT scores of 1100 or better (or an ACT score of 23) and if they have ranked in the upper 20 percent of their high school graduating class. Continuing students who have completed a minimum of 12 credit hours at IU Kokomo and maintain a GPA of 3.3 or higher are also eligible to apply.

There are two notations of student attainment. These are noted on the student's diploma and transcript. Students may attain both University Honors and Honors in their majors.

### University Honors

To qualify for the University Honors notation, students must complete 9 credit hours in honors course work inside and outside the major, a presentation of work at a student conference, plus two honors colloquia of 3 credits each.

### Major Honors

Each academic division has special honors courses available for students who are majoring in disciplines offered by the division. (There are no major honors available for AHLT students at this time.) To qualify for the degree in major honors, the student must complete 9 credit hours in honors course work in the major, as determined by the division or department, a presentation of work at a student conference, plus two honors colloquia of 3 credits each. Students may count the same two honors colloquia as satisfying both university and major honors requirements.

### Major Honors in Nursing

The major honors in the baccalaureate nursing program follows the general guidelines of the IU Kokomo University Honors program. Students secure eligibility to participate and remain in the major honors in nursing by attending to the eligibility criteria outlined for the Academic Honors Program. Aware of the special needs of superior nursing students, the Major Honors in Nursing Program provides

these outstanding students with a variety of opportunities to enrich their nursing career and the nursing profession overall. To graduate with honors in nursing, a nursing student must complete 6 credit hours in honors courses in nursing as well as two 2-credit hour honors colloquium courses.

Honors projects within a course are meant to enhance or broaden regular course work. However, the work is in lieu of specific course activities, not in addition to those activities. Honors activities may include: research papers, field work, visual or oral presentations, creative works, analytical library work, annotating a bibliography, writing a series of position papers, or participating in a major scientific project. Honors nursing students and faculty responsible for teaching the specific honors courses work together to create a project and a contract for completing the project.

## Overseas Study Program

**Donna McLean, Coordinator**

IU Kokomo students are eligible to participate in Indiana University's overseas study programs offered at a number of universities including the Kokomo campus. Most credits earned in these programs are considered Indiana University credits, not transfer credits; however, dependent on the course of study selected, some of the courses offered may earn transfer credits. When students enroll in IU programs, they will discover that most university scholarships and loans are applicable to the fees for these programs. Credit usually satisfies Indiana University degree requirements and generally meets the residence requirements. Programs are not restricted to language majors. In fact, there are a broad range of courses offered in multiple schools, geared to meeting varied student interests. Undergraduate students, particularly liberal arts majors, are encouraged to explore the possibilities of experiencing a semester or an academic year at a university in another country.

### Overseas Programs

IU administered and IU co-sponsored programs include the following:

1. One year of college-level language (College of Arts and Sciences language requirement) or the equivalent.
2. Two years of college-level language or the equivalent.
3. Three years of college-level language or the equivalent.

### Academic-Year Programs:

- Bologna, Italy
- Canterbury, England
- Legon, Ghana
- Hamburg, Germany
- Jerusalem, Israel
- Madrid, Spain
- Nagoya, Japan
- Nanjing, People's Republic of China
- Paris, France (critical studies, film studies)
- San Jose, Costa Rica
- São Paulo, Brazil
- Strasbourg, France

**Semester Programs:**

- Adelaide, Australia
- Alicante, Spain
- Athens, Greece
- Beijing, People's Republic of China
- Budapest, Hungary
- Canberra, Australia
- Costa Rica (tropical biology)
- Freiburg, Germany
- Leiden, The Netherlands (Public and Environmental Affairs)
- London, England
- Maastricht, The Netherlands (business)
- Madrid, Spain
- Paris, France
- Prague, Czech Republic
- Rennes, France
- Rotterdam, The Netherlands (public and environmental affairs)
- Rouen, France (business)
- Santiago, Chile
- Santiago, Chile (business)
- Seoul, South Korea
- Seville, Spain (language, liberal arts)
- Singapore (business)
- St. Petersburg, Russia
- Tokyo, Japan
- Wollongong, Australia

**Summer Language Programs:**

- Baden Wurttemberg, Germany
- Florence, Italy
- Graz, Austria
- Guanajuato, Mexico
- London, England
- Maastricht, The Netherlands (business)
- Mexico City, Mexico
- Mikkeli, Finland (business)
- Oldenburg, Germany
- Paris, France
- Quebec, Canada
- Salamanca, Spain
- St. Petersburg, Russia

**Shorter Travel Options:**

Annually, short term travel options may be included within a regular course offered at IU Kokomo. In the past, students have traveled on trips of 14 days or less to England, Guatemala, France, Ireland, South Korea and Italy. Courses offering such travel have ranged from the Hispanic Culture and Health Care Practicum (Guatemala), to courses on Irish, British and Italian culture, to courses in art history in Italy or France, to a course on Irish drama, or a Korean Health Care Practicum, among others. These courses are announced in the spring or fall prior to travel and students often engage in fundraising and other preparations in advance of actual enrollment.

In addition, IU Kokomo students are eligible to participate in any of a large number of foreign study programs administered by other U.S. colleges and universities.

Students interested in overseas study are advised to start planning as far ahead as possible in order to facilitate their choices and ease preparations. For further information, please consult the IU Kokomo Overseas

Studies coordinator, Donna McLean, (765) 455-9442 or by e-mail at: [domclean@iuk.edu](mailto:domclean@iuk.edu).

## IU Kokomo Academics

### Library

**Rhonda Armstrong, Dean**

The IU Kokomo Library is part of the Indiana University library system, which is available for use by all IU students and faculty. The system holdings include more than seven million bound volumes, the largest bound collection in Indiana and millions of other materials.

The IU Kokomo Library moved into a new facility in 1995. Equipped with the latest technology, this building provides access to the Indiana University Libraries collections. Print, electronic resources, and other materials are available for patrons' use. An online catalog and over two hundred computerized databases are available to assist patrons in meeting their research needs.

The library staff has developed guides and handouts for these electronic resources. Five professional librarians are available to offer advice and assistance to patrons doing library research. Any resident of Indiana with a driver's license or other proof of residency may obtain an IU Kokomo library card to check out books and other materials.

Other features of the library include traditional reference services, interlibrary loans, and access to government documents. The library is also home to the Learning Commons which includes the Information Technology's Helpdesk, and the Student Success Center. That center offers tutoring for students in academic skills, writing skills, and English as a Second Language. Multimedia production technology is available in the Digital Media Center.

## Services and Facilities

**Services and Facilities****Roy Tamir, Administration and Finance, Vice Chancellor**

The Office of Administration and Finance provides major support for the educational services of Indiana University Kokomo. This office handles the receipt, disbursement, and recording of all university funds, including student fees. Business functions include procedures relating to purchasing, personnel, payroll, inventory, and accounting. The office also assists student organizations with accounting procedures.

Administration and finance personnel oversee custodial work and maintenance of buildings and grounds, campus beautification, enforcement of parking regulations, operation of the bookstore and vending machines, copying and duplicating procedures, collection and distribution of mail, and coordination of planning of new buildings and of renovation and remodeling of existing facilities.

This office's general approach is of a friendly, service oriented and respectful attitude towards students, staff and faculty. We are here for you!

## Information Technologies

**Elizabeth Van Gordon, Chief Information Officer**

Planning and support for Indiana University Kokomo's instructional technology, audio-visual, multimedia, computing, and telephone services are provided through the Office of Information Technologies. The office is responsible for technological support of a broad range of academic and administrative functions of IU Kokomo. E-mail is available for students, faculty and staff. The Web address for IU Kokomo is [www.iuk.edu](http://www.iuk.edu).

## Public Affairs and Advancement

**Penny Lee, Vice Chancellor**

The mission of the Office for Advancement is to engage the north central Indiana region and build and advance relationships in support of the mission of Indiana University Kokomo. Advancement consists of Development, Alumni Relations and Campus Ceremonies, Media and Marketing, and Public Affairs.

## Media and Marketing

**Marie Radel, Director of Media and Marketing**

The Media and Marketing department provides a full range of advertising, public relations, and marketing services for all academic and administrative units on the IU Kokomo campus. We create effective communications and marketing strategies to support efforts such as student recruitment, student retention, community and alumni relations, and the academic mission of IU Kokomo.

In addition, our office promotes the goals of the campus by striving to make residents of our service area aware of IU Kokomo's identity as a world-class regional campus of Indiana University, offering high quality education at a reasonable cost. We further strive to make the community aware of the cultural and economic development benefits that our campus offers to north central Indiana.

## Havens Auditorium

**Jeffrey Gegner, Technical Director**

A prominent feature of the Indiana University Kokomo complex, Havens Auditorium is an outstanding performing arts facility, capable of handling large and technically complicated productions. It includes an 814-seat house, a proscenium stage with a 25-line fly system, an orchestra lift, dressing rooms, a sound system, a scene shop, a computer-controlled lighting system, and a cyclorama. It was refurbished in 2011.

The auditorium is a lasting memorial to Cressy Thomas Havens, whose estate provided approximately \$225,000 toward the construction of the facility. Built at a cost of nearly \$1 million, Havens Auditorium was opened in 1965.

IU Kokomo's Havens Auditorium is available for use by a broad spectrum of community organizations. It has served as the site for such activities as local amateur theater and music productions, public meetings, recitals, concerts, arts competitions, pageants, and film series.

## Fees

**Karen Shaw, Bursar**

Fees are paid according to published schedules each semester and are subject to change by action of the

Indiana University Board of Trustees. A nonrefundable application fee of \$35 is charged to all undergraduate credit students new to Indiana University. Rules for determining resident and nonresident student status may be found in the section entitled "University Policies."

Fees are subject to change by the Trustees of Indiana University, the vice president of finance, or the campus chancellor. Students should visit our web site at [www.iuk.edu/bursar](http://www.iuk.edu/bursar) for the most current information, due dates, tuition and fee rates, how to make payment, and our payment plan option. The QuikPAY™ (QP) electronic billing and payment system is the official means of generating bursar bills (e-bills) to all Indiana University students. Paper billing statements are not provided for enrolled students.

Students will receive a notice in their University-assigned e-mail account when their QP bill is ready to be viewed online. This online statement will detail the amount due and the payment due date.

Student University-assigned e-mail accounts have been established as the official means of communication between the student and Indiana University Kokomo. It is each student's responsibility to check for e-mail messages that the university may be sending.

## Development

**Kelly Goad, Director of Development**

**Cathy Clearwaters, Assistant Director of Development**  
**Brittany Cole, Assistant Director of Development,**  
**Coordinator of Regional Engagement**

The Development Office engages current and prospective donors and campus friends throughout north central Indiana, cultivating and maintaining meaningful relationships, to share the story of how IU Kokomo is transforming the region, and to solicit funds to support the strategic initiatives of the campus.

## Center for Teaching, Learning and Assessment

**Kathy Ross, Director**

The mission of the Center for Teaching, Learning, and Assessment is to support effective teaching and promote student learning through development of the faculty. The Center's activities include

- Identifying and providing resources for faculty to improve their teaching.
- Promoting effective teaching practices in and out of the classroom.
- Promoting the Scholarship of Teaching and Learning (SoTL).
- Providing technology training and consultation for faculty and staff.
- Supporting assessment of student learning by academic programs and support units

## Center for Early Childhood Education

**Marilyn Skinner, Director**

In September 2005, Lilly Endowment provided a five-year, \$1.5 million grant for the IU Kokomo Center for Early Childhood Education through its Community Alliances to Promote Education (CAPE) program.

The goal of the Center for Early Childhood Education (CECE), is to improve the level of kindergarten readiness of children in Howard County. The major thrust of the center is to develop and sustain family and community resources considered necessary to raise the level of kindergarten readiness in Howard County. To achieve the goal, the CECE functions as a research and programmatic center for the ongoing and sustainable delivery of activities to promote community awareness of kindergarten readiness, provide resources and workshops to assist parents in their role as first teachers, and provide ongoing professional development. In partnership with the Indiana University Kokomo's School of Education, Ivy Tech State College, area libraries and social service agencies, churches, and businesses, the center attempts to develop and deliver a strong message designed to persuade all segments of our community of the importance of kindergarten readiness of our children.

## Center for Education Partnership (CEP)

The IU Kokomo School of Education Center for Educational Partnership (CEP) was established in March 2011 in response to the need for increased educationally purposeful collaboration between the IU Kokomo School of Education and K-12 schools in the surrounding region. A total of 21 area school corporations comprise the CEP and are represented at quarterly CEP meetings and provide support for CEP activities. Additional information and calendar of events may be found at <http://www.iuk.edu/academics/majors/education/CEP.shtml>

## Center for Economic Education

**Kathy Parkison, Director**

The mission of the Center for Economic Education "is to promote economic literacy in central Indiana." The Center has the following objectives:

- improving the quality of classroom offerings of K-12 teachers, through pre-service and in-service courses in economic, financial, and entrepreneurship education, as well as after-school programming in those subjects;
- conducting research on issues relevant to economic literacy and economic and entrepreneurship education;
- enhancing community awareness of the wide-reaching consequences of economic education;
- acting as a community resource to seek additional funding in the area of economic education.

The Center is accredited by the Council for Economic Education (CEE) and operates under the auspices of the Indiana Center for Economic Education.

## Campus Safety and Security

**Indiana University Police Department – Kokomo**  
**David K. Selby, Chief of Police**

The security of students, employees, and visitors is a priority at IU Kokomo. The campus is patrolled on a regular basis, and escort service to parking areas is available upon request. Safety concerns should be directed to the Security Office, Room 250, Kelley Student Center, or by calling (765) 455-9363. The office is open from 8 a.m. to 10 p.m. Monday through Friday; Saturday, 8 a.m. to 5 p.m. and Sunday from 1 to 6 p.m. Accidents or emergencies that occur when the office is closed should be reported to the Physical Plant Services Office, (765) 455-9273.

## Regulations and Policies Applicable to Students on the Kokomo Campus Motor Vehicles Regulations

1.1 All faculty, staff members, students, and visitors to Indiana University Kokomo are commuters.

Smooth traffic flow and proper parking are therefore important to the operation of the

university. The following regulations are designed to provide effective, safe, and equitable

management of driving and parking on university property.

a. Sec. 3.09., Indiana Burns Statutes 28-6539, I.C. 20-12-3.53. Acts 1971, P.L. 329, s.1. defines the powers and duties of campus police and powers relating to traffic and parking control. The regulations applicable to traffic and parking may include, but not be limited to, the following:

1. Provisions governing the registration, speed, operation, parking and time, places, and manner of use of motor vehicles, bicycles and other vehicles.
2. Provisions prescribing penalties for the violation of regulations may include the imposition of reasonable charges, the removing and impounding of vehicles at the expense of the violator that are operated or parked in violation of the regulations, and the denial or permission to operate vehicles on the property of such institutions. The law does not limit or restrict the powers of any other governmental authority with jurisdiction over public streets, roads or alleys.

b. These regulations are subject to amendment at any time:

3. The speed limit for motor vehicles on university property is 15 miles per hour.
4. Motorbikes, motorcycles, and motor scooters are subject to all regulations and must be operated only on streets normally used by automobiles.
5. Any accident involving a motor vehicle on IU Kokomo property must be reported to the Campus Safety and Security Office, Room 107 or 234D, Kelley Student Center. This office is open 8 a.m. to 10 p.m. Monday through Friday, and 8 a.m. to 5 p.m. on Saturday and 1 p.m. to 6 p.m. on Sunday. When the office is closed or there is no one in the office, report accidents to Physical Plant in the Main Building.
6. Parking of motor vehicles on university property is confined to areas designated for that purpose. Parking is prohibited on grass, in construction areas, or any other place that will mar the landscape of the campus, inconvenience or endanger anyone, create a hazard, or interfere with the use of university

facilities by others. Violators are subject to tickets, and vehicles may be towed away.

7. Yellow curbs designate no parking zones. Parking is also not allowed at any loading and service vehicle dock or zone, entrance to buildings, or emergency zones. Parking is not permitted on the oval entrance drive.
8. Individuals utilizing handicapped parking facilities must have a special permit in addition to the regular parking permit. There is no charge for this special handicapped permit.
9. Any vehicle in violation of parking regulations or any that are apparently abandoned may be towed away without notice and stored at the owner's expense.
10. Parking regulations are enforced from 8 a.m. to 10 p.m., Monday through Friday, including examination and holiday periods.

c. Vehicles owned by other Indiana higher education institutions, and vehicles with faculty/staff parking permits from other Indiana higher education institutions where similar parking programs are in force, will be honored. All vehicles must properly display a valid parking permit in order to park in designated parking areas of IU Kokomo.

d. Removal of a permit from a vehicle is required upon change of vehicle ownership, termination of association with the university, or expiration of the permit. The person in whose name a vehicle is registered at the IU Kokomo Office of Administration and Finance is held responsible for all violations by the vehicle bearing that person's permit.

e. The regulations are internal administrative regulations of the university and do not replace state laws or municipal ordinances. In addition to the university parking violations described below, any violation of state or municipal laws may result in arrest of the violator and/or notice to appear before state or municipal courts:

1. Parking across lines in designated parking spaces.
  2. Parking against the traffic flow.
  3. Parking in a posted or marked area, i.e., no parking zone, loading zone, yellow curb area, near a fire hydrant, or on a hashmarked area.
  4. Moving violations.
  5. Parking on curbs, crosswalks, or grass.
  6. Blocking a driveway.
  7. Double parking.
  8. Parking in a restricted area without a properly displayed permit.
- Fines are \$25 each. Those parked in Handicapped posted areas without proper permits will be charged \$50 for each offense. Fines are to be paid within seven days of the date of issuance of a ticket at the IU Kokomo Office of Administration and Finance between 8 a.m. and 5 p.m., Monday through Friday. Payment may be in cash or by check, payable to IU Kokomo. The traffic violation notice must accompany payment.
  - Persons have a right to appeal the issuance of a parking citation to the Parking

Appeals Committee. Appeals must be in writing. Explanations, supporting statements, or memoranda must be attached.

- Fee Schedule for Parking Permits (Parking fees are subject to change by action of the Trustees of Indiana University, the Vice Chancellor of Finance, or the campus Chancellor.)

#### **Type of Permit Per semester/session**

Credit students \$4.40/cr. hour per permit

## **Art Gallery**

**Susan Skoczen, Director**

The Indiana University Kokomo Art Gallery is a stunning 2,000-square-foot exhibition space located in Alumni Hall of the Kelley Center Complex. The Gallery provides premier visual arts exhibitions for the campus, community and surrounding region and hosts 6-9 exhibitions annually from local, regional, national and international artists. Exhibitions include traveling loans from other galleries and museums, shows of works of professional artists, student shows, juried shows and area K-12 school exhibitions.

## **Alumni Relations and Campus Ceremonies**

**Ryan Bowman, Director of Alumni Relations and Campus Ceremonies**

Alumni Relations cultivates relationships with alumni of Indiana University Kokomo throughout the world in an effort to foster support of the university's mission. Campus Ceremonies oversees official Indiana University Kokomo events including the campus' signature ceremony, Commencement.

The mission of the Office of Advancement is to cultivate and advance relationships to build support for Indiana University Kokomo. The office consists of four operational units (Alumni Relations and Public Affairs; Marketing; and Advancement) which serve the campus to achieve the individual unit and overall campus goals.

## **IU Kokomo Bulletin**

### **Effective July 2012**

### **Welcome to Indiana University Kokomo's Online Bulletin**

A new year and a new bulletin! As you can see the look of the bulletin has changed. The new face-lift allows you to easily search the Bulletin along with adding quicker and easier access to IU Kokomo's main web pages. The catalog has also become an annual publication, allowing changes to programs and courses to occur more quickly. As the bulletin is the contract with the student, our goal is to always stay accurate and up to date with changes you need to know about. Each student needs to follow the bulletin that coincides with the year he or she entered IU Kokomo and each student should follow the major program requirements that are in effect when they were admitted to the program.

## **Academic Advising Centers**

### **Academic Advising Centers**

- Advising Center for School of Education, General Studies, and Exploratory, Room 280, Main Building, 765 455-9405

- Advising Center for Business, Criminal Justice, Homeland Security and Department of Public Administration and Health Management, Room 185, Main Building, 765 455-9465
- Advising Center for School of Humanities and Social Sciences, School of Sciences, and Exploratory, Room 280, Main Building, 765 455-9258
- Advising Center for School of Nursing, and Division of Allied Health Sciences, Room 120, East Building, 765 455-9384

## New Student Convocation Information

New Student Convocation is a time for all students admitted for fall semester to come together and celebrate their fresh new start to IU Kokomo. Students have an opportunity to meet faculty and other students in their majors. Students also have an opportunity to hear a motivational speaker to get them ready for the first semester at the Home of the Cougars! The entire campus community is involved in new student convocation. For more information [click here](#).

## New Student Orientation

Orientation is a welcoming experience and an avenue to assist students in understanding the academic community. The IU Kokomo orientation is designed to provide new students with an array of information on activities and services about our campus and promote and enhance student success. We have 4 new student orientations in May, June, July and August for summer and fall semesters; and two new student orientations for spring semester in December and January. Students are invited based on their admission dates. For more information, [click here](#).

## Testing Center

The testing center primarily supports the academic functions of the campus. Placement exams for English, math, reading and foreign languages are administered in the testing center. Other test administered include test out exams for C100, Computing Tools, DANTES subject, independent study exams, classroom makeup, and disability services exams. The testing center operating hours are 8:00 to 5:00 but additional hours are available upon request. The testing center is located in room 280 of the Main Building. 765 455-9405

## Student Affairs

**Director: Gerry Stroman, Assistant Vice Chancellor**

The staff of the Office of Student Success provide students with course scheduling and a roadmap to courses needed for graduation. The advisors provide counseling for academic and career planning and monitor the progress of students as they progress through their programs. They also refer students to campus and community resources for assistance.

The office provides oversight and planning for new student orientation, convocation, the student success center, testing, and retention efforts of all students. The campus has advising centers with advisors and support staff in every center to assist students move toward

academic excellence and student success with the goal of graduation.

## Courses

### Allied Health

**AHLT-A 344 Strength Training and Conditioning (3 cr.)** This course is intended to cover the essentials of strength training and conditioning to prepare a student who is interested in becoming a Certified Strength and Conditioning Specialist or a Certified Personal Trainer. (P: ANAT-A 215, PHYS-P 215)

### AHLT-C 340 Principles of Sports Officiating (1 cr.)

Topics in sports officiating will include sports such as football, basketball, softball (baseball) and volleyball. Ethics of sport officiating; mastery, interpretation, and application of sports rules. Laboratory and classroom experiences.

### AHLT-C 350 Theory and Technique of Coaching Basketball (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Basketball at elementary, secondary, and collegiate levels.

### AHLT-C 351 Theory and Technique of Coaching of Baseball (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Baseball at elementary, secondary, and collegiate levels.

### AHLT-C 352 Theory and Technique of Coaching of Soccer (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Soccer at elementary, secondary, and collegiate levels.

### AHLT-C 353 Theory and Technique of Coaching Softball (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Softball at elementary, secondary, and collegiate levels.

### AHLT-C 354 Theory and Technique of Coaching of Volleyball (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Volleyball at elementary, secondary, and collegiate levels.

### AHLT-C 355 Theory and Technique of Coaching Tennis (2 cr.)

This course will provide students an understanding and knowledge of the theory, principals, philosophy, techniques, and strategies of Tennis at elementary, secondary, and collegiate levels.

### AHLT-C 360 Philosophical Foundations of Coaching (3 cr.)

A philosophical approach to coaching for various sports. Topics include, but are not limited to, different coaching styles and strategies, growth and development characteristics, legal issues and liability, pedagogical considerations, coaching relationships, and other issues and problems related to sport.

### AHLT-C 424 Issues in Intercollegiate Athletics (3 cr.)

Examination of current issues in intercollegiate sport in America. This course presents the historical foundation of current issues and solutions, and examines current positions and arguments.

**AHLT-C 485 Practicum in Coaching (1-6 cr.)** Under the advisement of a faculty member and supervision of a coach/ sports/ fitness specialist, the student will work or otherwise actively participate in a coaching setting. (Junior/Senior standing and admission to the Coaching Minor) CPR Certification must be completed and recorded prior to enrollment in AHLT-C 485. May be repeated for credit.

**AHLT-E 371 Exercise Physiology (3 cr.)** Evaluation of the acute responses and chronic adaptations of the body to the stresses of exercise. (P: ANAT-A 215; PHSY-P 215; AHLT-E 409)

**AHLT-E 409 Foundations of Exercise Science (3 cr.)** History, philosophy, and scientific foundations of exercise science and sport. Overview of careers, fields of study and requirements in physical education and allied disciplines. Issues, challenges, and current/future trends are also addressed.

**AHLT-E 440 Basic Exercise Physiology (3 cr.)** A survey of human physiology parameters as related to physical exercise and work, and the development of physiological fitness factors. Physiological foundations will be considered.

**AHLT-F 165 First Aid and Emergencies (3 cr.)** First Aid and Emergencies covers the necessary First Aid and knowledge about emergencies to proper care for someone who experiences injury or sudden illness.

**AHLT-F 340 Physical Fitness Appraisal and Performance Assessments (3 cr.)** A study of the basic scientific components of fitness and the measurement of different indices of physical fitness. (P: ANAT-A 215; PHSY-P 215)

**AHLT-H 327 Intro to Public Health (3 cr.)** A foundational overview of the field of Public Health to include policy and functions of governmental health organizations and disease containment.

**AHLT-H 404 Consumer and Environmental Health (3 cr.)** The course is divided into two, eight week sections. The first section, Environmental Health, consists of an in-depth overview of the interrelationship between environmental systems and humans and the impact of the ecosystem (air, water, noise, chemical, nuclear and industrial pollutants) on the health of individual communities. The second section, Consumer Health, consists of comprehensive examination of the factors involved in the selection and evaluation of health products and services including protection laws and services, fraudulent practices/products, consumerism, and traditional and alternative health care.

**ALTH-H 411 Health Communications (3 cr.)** Concepts, theories and applied approaches for health communications with emphasis on social marketing, media, advocacy and the process of media messages on health behaviors. (P: SPCH-S 121, and AHLT-H 327, or instructor permission)

**AHLT-H 415 Child and Adolescent Health (3 cr.)** An overview of determinants and indicators of health of children and adolescents.

**AHLT-H 419 Advocacy Internship (3 cr.)** Learn about the science of breast cancer and how to be a credible

health advocate and apply knowledge at the local and national levels. Student will participate in a national summit in Washington DC and serve as a civilian lobbyist on Capitol Hill.

**AHLT-H 434 Diseases of Diverse Population (3 cr.)** This course covers current information about infectious and chronic diseases from a community health perspective; including physiological, psychological, social, cultural, political, environmental, healthcare and economic aspects influencing disease of diverse populations of the world.

**AHLT-K 410 Kinesiology (3 cr.)** A course designed to aid the student's understanding of the muscular control of the body and the mechanics of body and implement control. This course is designed to develop a basic understanding of sport mechanics and an appreciation of how superior sport techniques are based on the use of developmentally appropriate scientific concepts and natural law. (P: ANAT-A 215; PHSY-P 215 and Health Science Major).

**AHLT-M 101 Introduction to Health Records (3 cr.)** Focus on the role of the coding professionals as an essential part of the healthcare team.

**AHLT-M 102 Clinical Experience (2-4 cr.)** Clinical assessment in systems and processes for collecting, maintaining, and disseminating health related information; development of professional attitude for interacting with consumers and other professions in the health care industry.

**AHLT-M 190 Coding I (3 cr.)** The study of ICD-9-CM coding and classification principles and CPT coding principles, as used in acute ambulatory and long-term care facilities.

**AHLT-M 191 Coding II (3 cr.)** Advanced principles of the ICD-9-CM classification system; optimization; DRG's, sequencing, reimbursement; application of CPT coding principles in acute and ambulatory settings.

**AHLT-M 192 Introduction to HIM and Reimbursement Methodologies (3 cr.)** Introduction to health information management, health records, standards, regulations and content; overview of release of information principles, privacy and security; reimbursement methodologies including Medicare, third party payers, ambulatory settings and physician practices.

**AHLT-M 301 Electronic Medical Records Management (3 cr.)** This course is designed to introduce the student to the basics of electronic medical records (EMR) management. This course outlines the essential documents/data content required for maintaining legal medical records using electronic and paper media.

**AHLT-N 220 Principles of Nutrition (3 cr.)** Introduces the student to the investigation of the principles of nutrition as applied to humans. It is an introductory nutrition course for nutrition majors as well as non-majors and does not require a prerequisite.

**AHLT-N 314 Nutritional Assessment (3 cr.)** This course will include the review of devices utilized in nutritional assessment practice. Review of all indication, strengths, weaknesses, methodologies, and scope of practice will be discussed. Current evidence based guidelines will be reviewed and assessment guidelines and interpretation

will be studied. The value of healthcare provider nutrition assessment evaluation will be emphasized.

**AHLT-N 332 Nutrition and Exercise (3 cr.)** P: AHLT-N 220 Correlates proper nutritional needs to maximize and exercise and sports performance.

**AHLT-N 362 Science of Nutrition (3 cr.)** P: ANAT-A 215, PHSY-P 215, AHLT-N 220 This course is an intended to explore the relationship between nourishment, lifestyle choices, and long term health. Topics include classes, sources, and functions of nutrients; and their digestion, absorption, and metabolism. Investigation of eating patterns using database technology demonstrates the relationship between food consumption and nutrient adequacy. The economic, cultural, and psychological implications of food choices and eating behaviors are studied.

**AHLT-N 378 Global Nutrition (3 cr.)** The history of food and hunger, and the global nature of our food systems focusing on the impact of our food decisions on the environment, agricultural production, world population relative to food supply, hunger, biotechnology, and safety of our food supply. No prerequisites to this course. Also discuss community nutrition and resources for underserved populations such as meals-on-wheels and WICS.

**AHLT-N 402 Nutrition and Fitness (3 cr.)** P: ANAT-A 215, AHLT-N 220 This course examines human growth and development through the lifecycle, from prenatal nutrition through old age. It involves the study of the interrelationship between eating habits, exercise habits, and some of the following: preventative care; cardiovascular health; flexibility and strength; physical endurance; stress; substance abuse; and eating and behavioral disorders. In addition, this course will explore current trends in processing and marketing foods and other important socioeconomic, cultural and life cycle factors that affect human growth and development.

**AHLT-N 420 Nutrition and Disease (3 cr.)** This course will provide an in-depth look at the relationship between nutrition and disease. Cancer, cardiovascular, digestive, diabetes and various other diseases will be discussed. The nutritional strategies of prevention and treatment for evidence based medicine and applied research. Evidence based health practice will be identified. An overall comprehensive plan of integrating positive nutritional impacts in to the interdisciplinary team will be addressed.

**AHLT-N 442 Exercise and Nutrition (3 cr.)** Nutritional needs of individuals participating in physical activity and sport. Topics include the role of individual nutrients in metabolism, estimation of energy needs, fluid balance, food fads, meal planning and nutritional needs of the body during various stages of activity.

**AHLT-N 456 Nutrition through the Life Cycle (3 cr.)** Application of nutrition principles to the human life cycle: nutrient functions, needs from infants to mature aging.

**AHLT-R 100 Orientation to Radiologic Technology (2 cr.)** C or P: AHLT-R 101, AHLT-R 102, and AHLT-R 181. Introduction to the field of radiology and its history. Students learned proper ethical standards, become acquainted with the duties and responsibilities in personal care for the patient, and investigate radiation protection for the patient and personnel.

**AHLT-R 101 Radiologic Procedures 1 (4 cr.)** C or P: AHLT-R 100, AHLT-R 102, and AHLT-R 181. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system.\*

**AHLT-R 102 Principles of Radiography I (3 cr.)** C or P: AHLT-R 101, AHLT-R 181. Basic concepts of radiation, its production, and its interactions with matter. Includes the production of the radiographic image and film processing.

**AHLT-R 181 Clinical Experience in Radiography I (4 cr.)** C or P: AHLT-R 100. 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.\*

**AHLT-R 182 Clinical Experience in Radiography II (4 cr.)** P: AHLT-R 101 and AHLT-R 181. 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.\*

**AHLT-R 200 Pathology (2 cr.)** P: ANAT-A 215 and PHSY-P 215. 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.

**AHLT-R 201 Radiographic Procedures II (4 cr.)** C or P: AHLT-R 101, and AHLT-R 182. Concepts in radiography with emphasis on radiographic procedures used to demonstrate the skull and those requiring the use of contrast media.\*

**AHLT-R 205 Radiographic Procedures III (4 cr.)** C or P: AHLT-R 201 and AHLT-R 222. Concepts in radiography with emphasis on special radiographic procedures and related imaging modalities.\*

**AHLT-R 207 Current Topics in Radiography (2 cr.)** Individual and group study focusing on the state of the art in radiography.

**AHLT-R 208 Topics in Radiography (2 cr.)** Selected topics in radiography. May be repeated for credit if topics differ. Prerequisites may exist for some topics.

**AHLT-R 222 Principles of Radiography III (3 cr.)** P: AHLT-R 202 Continuation of AHLT-R 202 with emphasis on the application of radiography principles on imaging equipment.

**AHLT-R 250 Physics Applied to Radiology (3 cr.)** P: MATH-M 117 Fundamentals of radiation physics, X-ray generation, and equipment quality control.

**AHLT-R 260 Radiation Biology and Protection in Diagnostic Radiology (3 cr.)** P: AHLT-R 250 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.

**AHLT-R 281 Clinical Experience in Radiography III (5 cr.)** P: AHLT-R 201 and AHLT-R 182. 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.\*

**AHLT-R 282 Clinical Experience in Radiography IV (5 cr.)** P: AHLT-R 201 and AHLT-R 182. 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.\*

**AHLT-R 283 Clinical Experience in Radiography V (3 cr.)** P: AHLT-R 201 and AHLT-R 182. Clinical application of radiography 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.\*

**AHLT-R 290 Comprehensive Experience (5 cr.)** P: AHLT-R 281, AHLT-R 282, and AHLT-R 283. 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.\*

**AHLT-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.

**AHLT-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.

**AHLT-R 406 Advanced Diagnostic Imaging II (3 cr.)** 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.

**AHLT-R 407 Seminar: Advanced Medical Imaging Technology (3 cr.)** Seminar in advanced imaging modalities. Topics will vary.

**AHLT-R 408 Topics in Radiologic Sciences (3 cr.)** Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ.

**AHLT-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.

**AHLT-R 481 Clinical Practicum: Vascular Imaging (8-12 cr.)** Clinical experience in the performance of vascular and neurological imaging studies.\*

**AHLT-R 482 Clinical Practicum: Computed Tomography (8-12 cr.)** Clinical experience in the performance of computed tomographic imaging studies.\*

**AHLT-R 483 Clinical Practicum: Magnetic Resonance Imaging (8-12 cr.)** Clinical experience in the performance of magnetic resonance imaging studies.\*

**AHLT-R 484 Clinical Practicum: Ultrasound Imaging (8-12 cr.)** Clinical experience in the performance of ultrasound imaging studies.\*

**AHLT-R 485 Clinical Practicum (6 cr.)** Clinical experience in various radiological modalities –Variable topics.\*

**AHLT-S 280 Principles of Athletic Training (3 cr.)** This course will provide the student an introduction to athletic training which will include history, injury prevention establishing a program for injury prevention and rehabilitation. Emphasis will be on preventing injuries and recognition. (P. ANAT-A 215 or consent of instructor)

**AHLT-S 381 Sports Ethics (3 cr.)** This course will help students develop their abilities to reason morally through an examination within competitive sports of ethical theories, moral values, intimidation, gamesmanship, and violence, eligibility, elimination, winning, commercialization, racial equity, performance-enhancing drugs, and technology. Students will develop a personal philosophy of sport and learn how to apply a principled decision-making process to issues in sport.

**AHLT-S 491 Sports and Fitness Internship (1-6 cr.)** Under the advisement of a faculty member and supervision of a coach/ sports/ fitness specialist, the student will work or otherwise actively participate in a sports and fitness setting. (Prerequisites: Declared Health Science major; junior or senior standing or permission of instructor). May be repeated for credit

**AHLT-W 100 Careers in the Health Professions (3 cr.)** This course explores many of the primary Allied Health Science professions found in health care.

**AHLT-W 120 Lifetime Fitness and Wellness (3 cr.)** Designed to provide students the knowledge and opportunity to develop and participate in a fitness program to include the four health-related physical fitness components: cardiovascular endurance, muscular strength & endurance, flexibility, and body composition.

**AHLT-W 280 Principles of Athletic Training (3 cr.)** Counts towards coaching minor\* : An introduction to the principles of injury prevention through proper application of current training techniques.

**AHLT-W 301 Intergraded and Complimentary Health (3 cr.)** This course focuses on the pathophysiology and holistic health management of acute and chronic problems.

**AHLT-W 310 Women's Health (3 cr.)** Examines the relationship of women to health and health care. Five dimensions of health – physical, mental, emotional social and spiritual- provide a framework for comparison and contrast of health concerns unique to women and common to both sexes of all ages.

## **Business**

**BUKO-C 564 Effective Negotiations (3 cr.)** P: BUS-Z 302 or equivalent. The study of establishing coalitions and systems of authority and power configurations and the issue of control in the organization. The course examines

the relationships of people, interests, mutual gain, and the use of objective criteria in problem solving and conflict resolution.

**BUKO-C 566 Issues in International Management (1-3 cr.)** P: BUS-D 301 or equivalent. Issues and topics relating to managing and global environment. The focal areas could include international marketing, financing and producing; the cultural and national context; multinational corporate operations; political, legal and economic aspects and other areas of special current interest.

**BUKO-C 567 Issues in Financial Management (1-3 cr.)** P: BUS-F 301 or equivalent. Application of financial theory to current problems and topics in financial management. The approach may include case analyses and active class discussion; emphasis on decision making in an uncertain financial environment. Topics include dividend theory, capital structure, investments and agency theory.

**BUKO-C 568 Issues in Marketing Management (1-3 cr.)** P: BUS-M 301 or equivalent. Major contemporary issues confronting marketing managers; development of appropriate marketing plans and strategies that may incorporate analytical and/or heuristic techniques and inter-functional aspects of marketing. Topics may include: global marketing, technology marketing, intelligence marketing, value marketing, Eco marketing, ethics and marketing, marketing's change role, and services marketing.

**BUKO-C 570 Issues in Human Resource Management (1-3 cr.)** P: BUS-Z 302 or equivalent. This course examines in depth selected topics in human resource management, such as strategic human resource planning and recruitment, employee rights and responsibilities, performance appraisal and training, and occupational health and safety. ("Staffing Organizations" typical topic offered).

**BUKO-C 571 International Corporate Finance (3 cr.)** P: BUS-F 301 or equivalent. This course examines how firms and investors manage their operation or investments in an international environment. Topics to be discussed include foreign exchange risk management, financing the global firm, foreign investment decisions and multinational capital budgeting.

**BUKO-C 573 Issues in Legal Environment of Business (1-3 cr.)** P: BUS-L 201 or equivalent. Focus on fundamental legal principles and issues concerning the legal environment of business. Examples include business ethics, intellectual property, computer law, international sales transactions, business organizations, government regulation and the international legal environment.

**BUKO-C 578 International Marketing (3 cr.)** P: BUS-M 301 or equivalent. Differences in market arrangements and in legal, cultural, and economic factors in different countries. Planning and organizing for international marketing operations, forecasting and analyses; interrelationships with other functions; and strategy of product, pricing, promotion and channels.

**BUKO-C 581 Advertising and Sales Promotion (3 cr.)** P: BUS-M 301 or equivalent. Theories and practices of advertising, sales promotion and public relations as they relate to the overall marketing program. Emphasis is

placed on policy planning, decision tools, and the legal and social environment.

**BUKO-C 590 Independent Study In Business And Administration (1-3 cr.)** (permission of instructor and MBA Director) The objective behind independent study is to provide an opportunity to the graduate student to study, analyze, and/or evaluate in-depth some topic of interest.

**BUKO-C 599 Project Demonstrating Expertise (PDE) (3-6 cr.)** (permission of instructor and MBA Director) A significant project in the student's field that demonstrates expertise in applying knowledge to the benefit of the organization and student. Expectations, determined jointly by faculty and executive mentors, include the ability to effectively manage the responsibilities involved. To optimize learning, PDE may coincide with other projects and studies.

**BUKO-D 542 Advanced Managerial Accounting (3 cr.)** P: BUS-A 201. Spring Semesters (8-week duration in even years; 16 week duration in odd years). The uses of accounting information for decision making, and for planning and controlling business operations. The behavioral aspects of performance reports, budgets, and variance analysis.

**BUKO-E 530 Survey of International Economics (3 cr.)** P: ECON-E 201 and ECON-E 202 or equivalent. Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and exchange rate adjustments, international monetary systems, and fixed vs. flexible exchange rates.

**BUKO-E 542 Strategic Managerial Economics (3 cr.)** Prerequisites: ECON-E 201 and ECON-E 202 or equivalent. Fall Semesters (8-week duration in odd years; 16-week in even years). Provides the microeconomic understanding that business managers will find useful in making decisions under conditions of uncertainty. Topics include demand and cost estimations, pricing, market structure and analysis, and the organization of the firm. The course will include case analyses of situations in business using a managerial economics perspective.

**BUKO-F 542 Advanced Financial Management (3 cr.)** Spring (8-week duration in even years; 16 week duration in odd years) P: BUS-F 301. Spring (8-week duration in even years; 16 week duration in odd years). Study of the aggregation and distribution of financial resources. Topics include analysis of money and capital markets, financial instruments and securities, interest rate theory, and public and private institutions of the United States financial system.

**BUKO-J 512 Small Business Management and Entrepreneurship (3 cr.)** (permission of instructor- Course should be taken late in the M.B.A. program) This course integrates students' knowledge in various application of management theory and development of practical solutions for real problems necessary to formulate a business plan. Attention is given to the role of the entrepreneur or small business manager.

**BUKO-J 560 Organizational Strategy, Policy, and Innovation (3 cr.)** Spring Semesters (8-week duration in odd years; 16-week in even years). This course emphasizes the integration and application of diverse knowledge and understanding to organizational strategy.

Students, as top executive decision makers, study actual business cases; then test and present their ideas. Successful global commerce requires innovative strategies. Use of analytical, creative, collaborative, and teamwork skills.

**BUKO-L 506 Employment Problems and the Law (3 cr.)** Current legal problems in the area of employment. Topics include the hiring process, managing a diverse workforce, affirmative action, race and sex discrimination, harassment, the American with Disabilities Act, pay equity, employment at will, privacy issues such as drug testing and limits on monitoring and testing, termination issues and post-termination issues.

**BUKO-L 512 Law and Ethics in Business (3 cr.)** The objective is to provide the student of management with that knowledge of the American legal system--its processes and the substantive law itself--which is necessary to the making of informed and effective business decisions. Because the law develops and evolves in response to changing social, economic, political, and technological forces, and because business decisions often carry long-lasting as well as delayed effects, this course will emphasize the study of legal change. It is hoped that consideration of past legal developments will give prospective managers sufficient insight into the dynamics of this process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit.

**BUKO-M 560 Advanced Marketing Management (3 cr.)** P: BUS-M 301. Fall Semesters (8-week duration in even years; 16 week duration in odd years). The formulation and implementation of strategic marketing plans for the development, pricing, promotion, and distribution of products and services in domestic and international markets. Topics include the role of marketing research and information systems, market opportunity analysis, market segmentation, and analytical tools for optimizing marketing decisions. Extensive use of selected readings, cases, and research projects.

**BUKO-M 570 Advanced Operations Management (3 cr.)** P: BUS-K 302. Spring Semesters (8-week duration in odd years; 16-week in even years). An in-depth study of topics such as operations planning, material requirements, planning, capacity planning, scheduling, master production scheduling, forecasting, inventory management, the just in time inventory system, and operations control.

**BUKO-Z 542 Creating, Leading, and Maintaining High Performance Organizations (3 cr.)** P: BUS-Z 302. Fall Semesters (8-week duration in even years; 16-week in odd years). This course explores how managers create high-performance organizations by marshaling traditional and non-traditional human resource management, organization leadership and change-management practices to align those practices with organizational strategy.

### Business

**BUS-A 201 Introduction to Financial Accounting (3 cr.)** P: completion of 26 credit hours. Concepts and issues of financial reporting for business entities; analysis and recording of economic transactions.

**BUS-A 202 Introduction to Managerial Accounting (3 cr.)** P: BUS-A 201 Concepts and issues of

management accounting; budgeting; cost determination and analysis.

**BUS-A 311 Intermediate Accounting (3 cr.)** P: BUS-A 202 Theory of asset valuation and income measurement. Principles underlying published financial statements including consideration of enterprise assets and liabilities.

**BUS-A 312 Intermediate Accounting (3 cr.)** P: BUS-A 311. Application of intermediate accounting theory to problems of accounting for economic activities, including long-term liabilities, corporations, earnings per share, tax allocation, pensions, and leases. Also covered are the statement of changes in financial position, and inflation accounting.

**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.

**BUS-A 328 Introduction to Taxation (3 cr.)** P: BUS-A 202 or consent of instructor. Internal Revenue Code and regulations. Emphasis on the philosophy of taxation, including concepts, exclusions from income, deductions, and credits.

**BUS-A 337 Computer-Based Accounting Systems (3 cr.)** P: BUS-S 302. Impact of modern computer systems on analysis and design of accounting information systems. Discussion of tools of system analysis, computer-based systems, and internal controls and applications. Focus on microcomputer usage.

**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 partnerships and corporations.

**BUS-A 380 Professional Practice in Accounting (3-6 cr.)** P: junior or senior year standing in major area and consent of instructor. Provides work experience in a cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

**BUS-A 422 Advanced Financial Accounting (3 cr.)** P: BUS-A 312 Generally accepted accounting principles, as applied to partnerships, business combinations, branches, foreign operations, and nonprofit organizations. Particular emphasis on consolidated financial statements.

**BUS-A 424 Auditing (3 cr.)** P: BUS-A 312. Public accounting organization and operation; review of internal control, including EDP system; verification of balance sheet and operating accounts; statistical applications in auditing.

**BUS-A 490 Independent Study in Accounting (1-3 cr.)** P: consent of instructor.

**BUS-D 301 The International Business Environment (3 cr.)** P: ECON-E 201, ECON-E 202, 56 cr. hours. The national and international environmental aspects of international business. Examines the cultural, political, economic, systemic, legal-regulatory, trade, and financial environments; and how they affect the international business activities of firms in the United States and, selectively, in other countries.

**BUS-D 302 International Business: Operations of International Enterprises (3 cr.)** P: BUS-D 301 The administration of international aspects of business organizations through an examination of their policy formulation, forms of foreign operations, methods of organization and control, and functional adjustments.

**BUS-D 490 Independent Study in International Business (1-3 cr.)** P: Consent of instructor. Supervised individual study and research in student's special 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.

**BUS-F 301 Financial Management (3 cr.)** P: Admission to BUS, 56 cr., BUS-A 202, ECON-E 201, ECON-E 202, ECON-E 270. Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

**BUS-F 302 Financial Decision Making (3 cr.)** P: BUS-F 301. Application of financial theory and techniques of analysis in the search of optimal solutions to financial management problems.

**BUS-F 420 Equity and Fixed Income 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.

**BUS-F 480 Professional Practice in Finance (3-6 cr.)** P: junior or senior standing in major area and consent of instructor. Work experience is offered in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by faculty.

**BUS-F 490 Independent Study in Finance (1-3 cr.)** P: Consent of instructor. Supervised individual study and research in a student's special 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.

**BUS-F 494 International Finance (3 cr.)** P: BUS-F 301 or equivalent. Covers the international dimension of both investments and corporate finance. Develop strategies for investing internationally, including lodging exchange rate risk, adjusting to client preferences and home currencies, evaluating performance, estimating a corporation's exposure to real exchange rate risk, strategies to hedge risk or to dynamically adjust to shocks, and reasons for a corporation to hedge. Also covers international capital budgeting, multinational transfer pricing, and international cash management.

**BUS-J 401 Administrative Policy (3 cr.)** P: BUS-F 301, BUS-M 301, BUS-P 301, BUS-Z 302. Administration of business organizations — policy formulation, organization, methods, and executive control.

**BUS-J 404 Business and Society (3 cr.)** P: Senior standing. Intellectual, philosophical, and scientific foundations of business. The business dynamic; its role in the evolution of enterprise and society from the small and simple to the large and complex; structure, discipline, and goals of a business society.

**BUS-K 201 The Computer in Business (3 cr.)**

Introduction to digital computers and illustrations of their use in business. Stored program concept, types of languages, instruction in a special language, utilization of Business Computing Center. Impact of computers upon business management and organization. Note: Student may receive credit for only one of BUS-K 201, CSCI-C 201, and CSCI-C 301.

**BUS-K 302 Introduction to Management Science (3 cr.)**

P: BUS-K 201 or equivalent. An introductory management science course with a forecasting component of approximately 25 percent of the course. Topics covered include multiple regression, smoothing techniques, linear programming, integer programming, statistical decision theory, simulation and network analysis; coverage may also include inventory theory, Markov process, and goal programming. Heavy emphasis on the application of these topics to business decision making using computer.

**BUS-L 201 Legal Environment of Business (3 cr.)** P:

sophomore standing. Emphasis on the nature of law by 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 302.

**BUS-L 303 Commercial Law II (3 cr.)** P: BUS-L

201. Covers the law of ownership, forms of business organization, commercial paper, and secured transactions. For accounting majors and others desiring a rather broad and detailed knowledge of commercial law.

**BUS-L 406 Employment Problems and the Law (3 cr.)** P: BUS-L 201.

Current legal problems in the area of employment. Topics include race and sex discrimination, harassment, the American with Disabilities Act, employment at will, privacy issues such as drug testing, and limits on monitoring and testing.

**BUS-M 301 Introduction to Marketing Management (3 cr.)** P: Admission to BUS, 56 cr., ECON-E 201,

ECON-E 202, BUS-A 201, BUS-A 202. Overview of marketing for all undergraduates. Marketing planning and decision making, examined from firm's and consumer's 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.

**BUS-M 401 International Marketing (3 cr.)** P: BUS-M

301. Covers world markets, their respective consumers, and their political/economic marketing environments. Examines the marketing issues required to meet the product, promotion, price, and distribution demands of a world market. Although the course has a global orientation, issues specific to exporting are discussed.

**BUS-M 405 Buyer Behavior (3 cr.)** P: BUS-M 301.

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.

**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.

**BUS-M 450 Marketing Strategy (3 cr.)** P: BUS-M 301, BUS-M 303, BUS-M 405, and senior standing. Ideally taken in student's last semester. Elective capstone course for marketing majors. Draws on and integrates materials previously taken. Focuses on decision problems in marketing strategy and policy design, and application of analytical tools for marketing and decision making. Note: course is restricted to students in marketing concentration.

**BUS-M 480 Professional Practice in Marketing (3-6 cr.)** P: BUS-M 301 and permission of instructor. Work experience is provided in cooperating firms and agencies. Comprehensive written report required. Grades of S or F are assigned by the faculty.

**BUS-M 490 Special Studies in Marketing (3-6 cr.)** P: BUS-M 301 and permission of instructor. Offers supervised individual study and research in the student's field of interest. The student will propose the investigation desired and, in conjunction with the instructor, will develop the scope of the work to be completed. Comprehensive written report required.

**BUS-P 301 Operations Management (3 cr.)** P: Admission to BUS, 56 cr., BUS-K 201, ECON-E 201, ECON-E 202, ECON-E 270. Analysis of planning and control decisions made by the operations manager of any enterprise. Topics include forecasting, production and capacity planning, project planning, operations scheduling, inventory control, work measurement, and productivity improvement.

**BUS-P 302 Management Information Systems (3 cr.)** P: 56 cr., BUS-K 201 or consent of instructor. Overview of management information systems (MIS) within a business context, MIS theory and practice as they relate to management and organization theories; current trends in MIS; managerial usage of information systems; computer hardware, software, and telecommunications; functional information systems; systems development process; the role of microcomputers. Experiential learning with widely used software packages.

**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 if taken in the junior or senior year.

**BUS-W 302 Managing and Behavior in Organizations (3 cr.)** P: SOC-S 100, PSY-P 103, and junior standing. 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. Credit given for only one of BUS-Z 300, BUS-Z-301, or BUS-Z-302.

**BUS-W 430 Organizations and Organizational Change (3 cr.)** P: BUS-Z 302. Analysis and development of organizational theories, with emphasis on environmental dependencies, socio-technical systems, structural design, and control of the performance of complex systems. Issues in organizational change such as barriers to

change, appropriateness of intervention strategies and techniques, organizational analysis, and evaluation of formal change programs.

**BUS-W 480 Professional Practice in Management (3-6 cr.)** P: Junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F are assigned by faculty.

**BUS-W 490 Independent Study in Business Administration (1-6 cr.)** P: Consent of instructor.

**BUS-X 293 Honors Seminar in Business (1-3 cr.)** For student in the Business Honors Program. May be taken twice for credit.

**BUS-X 393 Honors Writing Experience (1 cr.)** For students in the School of Business Honors Program.

**BUS-X 487 Seminar in Business Administration (3-6 cr.)** Instruction of an interdisciplinary nature for student groups involved in university-related, nonprofit ventures. Interested groups must be sponsored by a School of Business faculty member, as approved by the Undergraduate Policy and Curriculum Committee (UPCC). May be repeated up to a maximum of 6 credits except in marketing and international business concentration. Students must have a cumulative G.P.A. of 2.0 to enroll in the course.

**BUS-X 493 Honors Seminar in Business (1-3 cr.)** For students in the Business Honors Program. May be repeated twice for credit.

**BUS-X 496 Supervised Independent Honors Research in Business (1-5 cr.)** P: Senior-year standing. For students in the Business Honors Program.

**BUS-Z 302 Managing and Behavior in Organizations (3 cr.)** P: SOC-S 100, PSY-P 103, and junior standing. 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. Credit given for only one of BUS-Z 300, BUS-Z 301, or BUS-Z 302.

**BUS-Z 440 Personnel-Human Resource Management (3 cr.)** P: BUS-Z 302. Nature of human resource development and utilization in American society and organizations. Government programs and policies, labor force statistics, organizational personnel departments, personnel planning, forecasting, selection, training and development. Integration of government and organizational human resource programs.

**BUS-Z 480 Professional Practice in Human Resource Management (3-6 cr.)** P: Junior or senior standing with a concentration in management and consent of instructor. Application filed through Professional Practice Programs office. Provides work experience in cooperating firm or agency. Comprehensive written report required. Grades of S or F assigned by faculty.

**BUS-Z 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.)** P: BUS-Z 302. For senior-year students with consent of

instructor. Research, analysis, and discussion of current topics. Written report required.

### **Criminal Justice and Homeland Security**

**CJHS-J 101 American Criminal Justice System (3 cr.)** Introduction to elements of the criminal justice system: the police, the courts, and corrections, and how they function in contemporary American society.

#### **CJHS-J 201 Introduction to Criminology (3 cr.)**

This course examines the nature and cause of crime. Sociological, biological, psychological, economic and other theories of crime are explored. Students will also be introduced to crime trends, crime typologies, and victimology.

#### **CJHS-J 202 Criminal Justice Data and Research Methods (3 cr.)**

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.

#### **CJHS-J 210 Introduction to Law Enforcement (3 cr.)**

A broadly based study of the operations and interrelationships of the American police system, including discussion of the limitations of the police function, inter-jurisdictional matters, and intra-agency processes.

#### **CJHS-J 220 American Criminal Courts (3 cr.)**

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 selection, the conduct of trials, sentencing, and appeal.

**CJHS-J 230 Corrections (3 cr.)** A survey of contemporary correctional systems, including analysis of federal, state, and local corrections; adult and juvenile facilities and programs; probation and parole. This course is not open to students who have completed SOC-S 420 Topics in Deviance: Corrections.

**CJHS-J 251 Organized Crime (3 cr.)** This course examines the origins, nature, and extent of organized crime. This course further explores theoretical explanations of organized crime, the social perception of organized crime, and the policies and practices taken to combat organized crime in the U.S.

**CJHS-J 272 Terrorism and Public Policy (3 cr.)** Survey of the incidence of terrorism in democratic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analysis of significant terrorist events and public policies and responses such events create.

**CJHS-J 275 Introduction to Emergency Management (3 cr.)** An examination of the background and nature of the profession, the central theoretical debates concerning natural and human-induced disasters, mitigating and reacting to these catastrophic events, and the major roles and responsibilities of emergency managers. Current practical problems and future directions will be explored.

**CJHS-J 278 Principles and Practices in Homeland Security (3 cr.)** An examination of the basic operations, functions, and issues involved in securing our homeland from domestic and international threats including possible threats and proactive and reactive measures against such threats.

#### **CJHS-J 305 The Juvenile Justice System (3 cr.)**

Current developments in the legal, administrative, and operational aspects of the juvenile justice system

#### **CJHS-J 306 Juvenile Delinquency (3 cr.)**

This course examines the nature and extent of juvenile delinquency including the significant individual, social, and institutional influences on delinquency and formal and informal responses to delinquency.

**CJHS-J 310 Criminal Investigation (3 cr.)** Theory of investigation; crime scene procedures; interviews, interrogations, surveillance and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes

#### **CJHS-J 312 Introduction to Criminalistics (3 cr.)**

The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

**CJHS-J 320 Substantive Criminal Law (3 cr.)** The development, limitations, and application of substantive criminal law.

#### **CJHS-J 321 Court Procedure and Evidence (3 cr.)**

Criminal law application and procedure from the initiation of police activity through the correctional process and 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. The focus will be on the criminal rather than the civil process. This course also includes a discussion on the 4th amendment and admissibility of evidence.

**CJHS-J 324 Correctional Law (3 cr.)** Legal problems from conviction to release: pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

#### **CJHS-J 355 Global Criminal Justice Perspectives (3 cr.)**

This course will survey various criminal justice systems from a variety of cultures and regions of the world. Particular attention will be given to the contrast of eastern and western systems, as well as systems that do not fit neatly into established categories.

#### **CJHS-J 360 Seminar in Criminal Justice (3 cr.)**

Selected contemporary topics in criminal justice. May be repeated for credit.

#### **CJHS-J 377 Foundations of Homeland Security (3 cr.)**

An examination of the theory and research driving homeland security and emergency management measures and an analytical look at the practices and principles of homeland security from an empirical perspective.

#### **CJHS-J 378 Public Administration and Emergency Management (3 cr.)**

An examination of the American federal system and how it affects policy making and emergency management. Topics include government

programs, participation of agencies and actors from all three levels of government, the nonprofit sector, and the private sector. Administrative processes involved in managing major hazards and disasters will be presented.

**CJHS-J 380 Internship in Criminal Justice (1-6 cr.)** P: Permission of instructor and junior or senior status. May be repeated for credit. Course grade is S/F (Satisfactory/Fail). Students are placed with a criminal justice agency for assigned tasks. Students also complete an academic component.

**CJHS-J 409 Crime and Public Policy (3 cr.)** This course is an introduction to 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.

**CJHS-J 410 Critical Issues in Policing (3 cr.)** A seminar course examining current issues in policing.

**CJHS-J 411 Police in the Community (3 cr.)** 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 role in seeking to reduce the incidence of crime. This course also examines community policing as it differs from traditional policing.

**CJHS-J 430 Community Corrections (3 cr.)** An introduction to 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.

**CJHS-J 431 Correctional Interventions (3 cr.)** A comprehensive, critical examination of the treatment and punishment of criminal offenders including historical practices and contexts, current methods for classifying and treating offenders, correctional ideologies, and treatment for special offender populations.

**CJHS-J 432 Correctional Administration (3 cr.)** An in-depth study of the administration of the correctional institutions and community corrections programs. Topics include the functions and roles of administration and organizations, leadership and managerial styles, correctional goals, communication, ethics and decision-making, offender risk, staff organization and function, management basics, and correctional operations.

**CJHS-J 459 Criminal Justice Management (3 cr.)** Examines the principles of management and systems theory for the administration of criminal justice agencies.

**CJHS-J 460 Title (3 cr.)** Senior standing. Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.

**CJHS-J 480 Research in Criminal Justice (1-6 cr.)** Junior standing and consent of instructor. Individual research under guidance of faculty member.

## COAS

**COAS-E 103 Topics in Arts and Humanities (3 cr.)** Specific topics will vary by section and over time, but all versions of E 103 will meet the objectives of the SOAS TOPICS curriculum. The curriculum is open to freshmen

who will learn how scholars from the arts and humanities distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

**COAS-E 104 Topics in Social and Historical Studies (3 cr.)** Specific topics will vary by section and over time, but all versions of E 104 will meet the objectives of the SOAS TOPICS curriculum. The curriculum is open to freshmen and sophomores, who will learn how scholars from the social and historical studies distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

**COAS-E 105 Topics in Natural and Mathematical Sciences (3 cr.)** Specific topics will vary by section and over time, but all versions of E 105 will meet the objectives of the SOAS TOPICS curriculum. The curriculum is open to freshmen and sophomores, who will learn how scholars from the natural and mathematical sciences distribution area frame questions, propose answers, and assess the validity of competing approaches. Writing and communication skills are integrated in the course.

**COAS-Q 294 Basic Career Development (2 cr.)** P: freshman or sophomore standing. Development and integration of career planning and academic area. Students follow an individually designed career plan leading to understanding of personal values, interests, and abilities in relation to vocational options and the academic process. This course does not count toward the 112-credit-hour requirement inside the School of Arts and Sciences.

**COAS-S 200 Introduction to Leadership Studies (3 cr.)** This course provides an overview of leadership theories and practices. It is offered in the hybrid format, meeting once per week on campus and once per week online.

**COAS-S 300 Leadership Practicum - Leadership in Action (1-2 cr.)** This course provides hands-on experiences with leadership activities and events that provide a leadership opportunity. Students will take this class for three credits--either as three one-credit modules or as a one credit/two credit sequence.

**COAS-S 400 Leadership Capstone (3 cr.)** This course is an applied, experiential learning course where students can practice the knowledge gained in other courses. It serves as a capstone for the minor and students will complete a semester-long project

## Communication Arts

**COM-C 227 Intercollegiate Forensics (1 cr.)** Experiential learning through participation in intercollegiate forensics including research and analysis, organization of evidence and argument, diverse use of language, various modes of oral presentation, and the oral interpretation of literature. May be repeated for a maximum of 4 credit hours.

## Economics

**ECON-E 201 Introduction of Microeconomics (3 cr.)** P: MATH-M 117. Scarcity, opportunity cost, competitive market pricing, and interdependence as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as poverty, pollution, excise taxes, rent controls, and farm subsidies.

**ECON-E 202 Introduction to Macroeconomics (3 cr.)**

P: MATH-M 117 Measuring and explaining total economic performance, money, and monetary and fiscal policy as an analytical core. Individual sections apply this core to a variety of current economic policy problems such as inflation, unemployment, economic growth, and underdeveloped countries.

**ECON-E 270 Introduction to Statistical Theory in Economics and Business (3 cr.)**

P: MATH-M 118 Review of basic probability concepts. Sampling, inference, and testing statistical hypotheses. Applications of regression and correlation theory, analysis of variance, and elementary decision theory. Credit not given for both ECON-E 270 and BUS-K 310.

**ECON-E 300 Survey of Economics (3 cr.)** Provides the macroeconomic and microeconomic understanding that managers will use throughout their careers. Microeconomic topics include supply and demand, pricing, production and costs, and applications of microeconomic theory. Macroeconomic topics include international economics, monetary and fiscal policies, aggregate demand and aggregate supply, and models of the macro economy. This course does NOT count towards an undergraduate degree in business.

**ECON-E 303 Survey of International Economics (3 cr.)**

P: ECON-E 201 and ECON-E 202 or equivalent (FYI-E 300 would be an equivalent). Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and an exchange rate adjustment, international monetary systems, and fixed vs. flexible exchange rates.

**ECON-H 203 Introduction to Microeconomics Honors (3 cr.)**

For students in the Honors Program.

**Education****EDUC-E 325 Social Studies in the Elementary Schools (3 cr.)**

P: EDUC-E 339, EDUC-E 340, EDUC-E 341, and EDUC-M 299. Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making and value analysis.\*\*

**EDUC-E 328 Science in the Elementary Schools (3 cr.)**

P: EDUC-E 339, EDUC-E 340, EDUC-E 341, and EDUC-M 299. Objectives, philosophy, selection, and organization of science materials and methods. Concept development and use of the multidimensional materials in science experiments. Analysis of assessment techniques and bibliographical materials. Field experience arranged in public schools.\*\*

**EDUC-E 335 Introduction to Early Childhood Education (3 cr.)**

P: Admission to the TEP. This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills.\*\*

**EDUC-E 339 Methods of Teaching Language Arts in the Elementary Schools I (3 cr.)**

P: Admission to the

TEP. Describes the methods, materials, and techniques employed in the elementary language arts program.\*\*

**EDUC-E 340 Methods of Teaching Reading in the Elementary Schools I (3 cr.)**

P: EDUC-E 339. Focuses on materials, methods, and techniques employed in a developmental reading program. Field experience arranged in public schools.\*\*

**EDUC-E 341 Methods of Teaching Reading in the Elementary Schools II (3 cr.)**

P: EDUC-E 339. Focuses on classroom procedures and materials used to provide diagnostic and corrective instruction for learning needs in reading.\*\*

**EDUC-E 343 Mathematics in the Elementary Schools (3 cr.)**

P: EDUC-M 299, MATH-T 109, and MATH-T 110. Emphasizes the developmental nature of the arithmetic process and its place as an effective tool in the experiences of the elementary school child. Field experience arranged in public schools.\*\*

**EDUC-E 349 Teaching and Learning for All Young Children I: Focus on Birth to Age 3 (3 cr.)**

skills in real-life settings with typically and atypically developing young children, birth to age three. They will learn how to become keen observers of children, and will acquire proficiency in designing, implementing, and assessing environments that are developmentally appropriate and literacy-rich.\*\*

**EDUC-E 352 Teaching and Learning in Preschool/Kindergarten II (6 cr.)**

P: EDUC-E 349. This course engages students in the development, implementation, and assessment of curricula for all children ages 3-5 years. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.\*\*

**EDUC-E 353 Foundations of Early Care and Education: III (6 cr.)**

P: EDUC-E 351. Students will examine how historical, social, cultural, and political factors influence the growth, development, and learning of the K-3 child. They will examine how these factors influence the K-3 child's educational experiences and how programs should be designed to address the needs of all children.\*\*

**EDUC-E 354 Teaching and Learning for All Young Children: III Focus on K/Primary (6 cr.)**

P: EDUC-E 352. This course engages students in the development, implementation, and assessment of curricula for all children in K- Grade 3 classrooms. Content areas of mathematics, social studies, science, literacy, and art will be emphasized.\*\*

**EDUC-E 490 Research in Elementary Education (1-3 cr.)**

P: consent of instructor. Individual research.\*\*

**EDUC-E 524 Workshop in Early Childhood Education (arr. cr.)**

Individual and group study of problems in nursery school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergarten.

**EDUC-E 525 Advanced Curriculum Study in Early Childhood Education (3 cr.)**

Curriculum planning, guiding and evaluating learning experiences, and interpreting values of early childhood education. New approaches to teaching.

**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 and methods of evaluating it.

**EDUC-E 536 Supervision of Elementary School Instruction (3 cr.)** Modern concepts of supervision and the evolutionary processes through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor or consultant. Study of group processes in a democratic school system.

**EDUC-E 543 Advanced Study in the Teaching of Mathematics in the Elementary Schools (3 cr.)** Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

**EDUC-E 545 Advanced Study in the Teaching of Reading in the Elementary Schools (3 cr.)** For experienced teachers. Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

**EDUC-E 547 Advanced Study in the Teaching of Social Studies in the Elementary Schools (3 cr.)** For experienced teachers. Goals and functions of social studies and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

**EDUC-E 548 Advanced Study in the Teaching of Science in the Elementary Schools (3 cr.)** Helps experienced teachers gain proficiency in the teaching of science in the elementary school. Characteristics of good elementary school science programs.

**EDUC-E 549 Advanced Study in the Teaching of Language Arts in the Elementary Schools (3 cr.)** Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials.

**EDUC-E 553 The Teacher and Elementary School Organization (3 cr.)** The structure and organization of the elementary school and the role of the teacher in its effective operation. For classroom teachers.

**EDUC-F 205 Study of Education and the Practice of Teaching (3 cr.)** A review of the literature on various approaches to education as a discipline and a field of inquiry, and an exploration of several approaches to teacher education. Integrates scholarship and inquiry with the development of educational possibilities. Students will begin the process of constructing a set of personal and social commitments that will guide their future teaching activities.

**EDUC-H 340 Education and the American Culture (3 cr.)** P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. The present educational system - its social impact and future implications - viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects.

**EDUC-H 520 Education and Social Issues (3 cr.)** Identification and analysis of major problems set for education by the pluralistic culture of American society.

**EDUC-J 500 Instruction in the Context of Curriculum (3 cr.)** Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction; and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

**EDUC-K 205 Introduction to Exceptional Children (3 cr.)** P: EDUC-F 205. An overview of the characteristics and the identification of exceptional children. The course presents the issues in serving exceptional children and the educational, recreational, and social aspects of their lives.\*\*

**EDUC-K 305 Teaching Students with Special Needs in the Elementary Classroom (3 cr.)** P: EDUC-K 205. Knowledge, attitudes, and skills basic to the education of exceptional learners (students who are handicapped as well as gifted and talented in the regular elementary classroom. Topics include historical and international perspectives, the law and public policy, profiling the exceptional learner, a responsive curriculum, teaching and management strategies, teachers as persons and professionals. \*\*

**EDUC-K 306 Teaching Students with Special Needs in the Secondary Classroom (3 cr.)** P: EDUC-K 205. This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs. \*\*

**EDUC-K 343 Emotional and Behavioral Disorders I (3 cr.)** P: EDUC-K 205. A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

**EDUC-K 344 Emotional and Behavioral Disorders II (3 cr.)** P: EDUC-K 343. A survey of educational curricula, procedures, and materials for socially and emotionally disturbed children. Development of teaching skills is emphasized.

**EDUC-K 352 Learning Disability Methods (3 cr.)** P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. 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.

**EDUC-K 361 Assistive Technology (2 cr.)** P: EDUC-K 343; EDUC-K 370, EDUC-K 495A, EDUC-K 362. Prepares future teachers with the knowledge required to integrate assistive technology into curricula for students with mild to moderate disabilities.

**EDUC-K 362 Team Approaches to Educating Students with Disabilities (3 cr.)** P: EDUC-K 343; EDUC-K 370, EDUC-K 495A. Students will learn techniques related to effective collaboration and interactive teaming in educational settings. Focus will be the development of skills necessary to serve as consultant or co-teacher in school environments.

**EDUC-K 370 Language and Learning Disorder (3 cr.)**

P: EDUC-K 205. Survey of historical development and current status of definitions, classifications, assessment, and treatment procedures for learning-disabled students.

**EDUC-K 371 Assessment and Individualized Instruction in Reading and Math (3 cr.)** P: EDUC-K 362. Emphasizes assessment and remediation procedures that address reading and math problems of mildly handicapped students.

**EDUC-K 441 Transition Across the Lifespan (3 cr.)** P: EDUC-K 362. Gives prospective teachers the information and skills necessary to effectively teach students with disabilities at the high school level. An overview of characteristics of secondary students with mild disabilities, school programs, transition from school life to adult life, curriculum issues, and strategies of effective instruction for students with disabilities will be covered.

**EDUC-K 488 Student Teaching in Special Education (3 cr.)** Provides students an opportunity to teach exceptional children under the supervision of a licensed special education teacher and a university special education supervisor.\*\*

**EDUC-K 490 Topical Seminar: Assessment 1 (3 cr.)** Assessment and Instruction This seminar assists students in gaining knowledge of formal and informal assessment techniques; how to link assessment to curriculum and instruction; and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs

**EDUC-K 495A Special Education Field Experience (3 cr.)** P: EDUC-K 343, EDUC-K 370. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.\*\*

**EDUC-K 495B Special Education Field Experience (3 cr.)** P: EDUC-K 495A. Provides the student with a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/ work/community settings on a daily basis (three hours/day, five days/week). Specific assignments, which are mutually agreed upon between student, cooperating teacher, and practicum supervisor, are also required.\*\*

**EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.)** P: graduate standing or consent of instructor. Basic special education principles for graduate students with no previous course work in special education.

**EDUC-M 199 Passing scores on PRAXIS I (0 cr.)** Beginning January 1, 2013, for admission to the Teacher Education Program (TEP) students will take the Pearson Core Academic Skills Assessment.

**EDUC-M 299 Admission to Teacher Education Program (0 cr.)**

**EDUC-M 300 Teaching in a Pluralistic Society (3 cr.)** P: EDUC-F 205, EDUC-P 251 or EDUC-P 255 and admission to TEP. These courses are designed to

introduce the students to teaching as a profession. Students focus upon the self as teacher, learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.\*\*

**EDUC-M 323 The Teaching of Music in the Elementary Schools (2 cr.)** P: EDUC-M 299. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

**EDUC-M 333 Art Experience for the Elementary Teacher (2 cr.)** P: FINA-A 101 or FINA-A 102 and admission to TEP. The selection, organization, guidance, and evaluation of art activities, both individual and group. Laboratory experiences with materials and methods of presenting projects.

**EDUC-M 416 Inquiry into Secondary English Methods: High School (3 cr.)** Study of current trends, issues, theory, and research in teaching and learning English/ Language Arts. Explores language, composition, literature, and media arts; developing multicultural curricula; and engaging students in meaningful inquiry facilitating students' responsibility for themselves and their world.\*\*

**EDUC-M 423 Student Teaching: Early Childhood (6 cr.)** Full-time supervised student teaching for a minimum of eight weeks in a preschool identified by the university. The experience is directed by a qualified supervising teacher and has university provided supervision.\*\*

**EDUC-M 424 Student Teaching: Kindergarten-Primary (6 cr.)** Full-time supervised student teaching for a minimum of eight weeks in a kindergarten or primary grade in a school accredited by the state of Indiana. The experience is directed by a qualified supervising teacher and has university-provided supervision.\*\*

**EDUC-M 425 Student Teaching in the Elementary Schools (9-15 cr.)** P: Consent of the faculty. Classroom teaching and other activities associated with the work of the full-time elementary classroom teacher. Minimum of 14 weeks.\*\*

**EDUC-M 430 Foundations of Art Education and Methods II (3 cr.)** Advanced study of curriculum developments in art education. Special attention is given to art teaching in secondary schools.\*\*

**EDUC-M 437 Teaching Science 5-12 (3 cr.)** Focuses 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.

**EDUC-M 440 Teaching Problems and Issues (3 cr.)** Seminar taught as a co-requisite with early childhood (EDUC-M 423), kindergarten/primary (EDUC-M 424), elementary (EDUC-M 425), and/or middle/junior high school (EDUC-M 470) student teaching experiences. This seminar will address several issues related to the process of becoming a teacher.

**EDUC-M 441 Methods of Teaching Senior High/Junior High/Middle School Social Studies (3 cr.)** Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on

curriculum development skills and building a repertoire of teaching strategies appropriate for middle/secondary school learners.\*\*

**EDUC-M 442 Teaching Secondary School Social Studies (3 cr.)** | Includes consideration of philosophical and psychological perspectives, development and practice of skills and techniques, selection of content and materials, and evaluation of student and teacher performance. Micro-teaching laboratory included.\*\*

**EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (3 cr.)** P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in junior high/middle school or secondary school.\*\*

**EDUC-M 452 Methods of Teaching Senior High/Junior High/Middle School English (3 cr.)** Methods, techniques, content, and materials applicable to the teaching of English in the secondary school. Field experiences with secondary students and teachers provided to assess ongoing programs in public schools and to study materials appropriate for these programs.\*\*

**EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (3 cr.)** Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/middle school mathematics.\*\*

**EDUC-M 459 Teaching Mathematics 5-12 (3 cr.)** Focuses on the curriculum and instruction issues that teachers make every day in the classroom. Specifically, students in the course will examine current theories and apply these theories to instructional practices.\*\*

**EDUC-M 464 Methods of Teaching Reading (3 cr.)** Focuses on middle, junior high, and senior high school. Curriculum, methods, and materials for teaching students to read more effectively.\*\*

**EDUC-M 480 Student Teaching: Secondary (1-14 cr.)** Full-time supervised student teaching in the student's major certification area and in the grades included within a high school, or at another level if the major area permits; within the state of Indiana unless the integral program includes student teaching in an approved and accredited out-of-state site. Each student assumes, under the direction of the selected supervising teacher and with university-provided supervision, responsibility for teaching in the cooperating school. Grade: S or F.\*\*

**EDUC-M 550 Practicum: (variable title) (1-8 cr.)** Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. Grade: S or F. \*\*

**EDUC-P 251 Educational Psychology for Elementary Teachers (3 cr.)** P: EDUC-F 205. The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.\*\*

**EDUC-P 255 Educational Psychology for Middle and Secondary School Teachers (3 cr.)** P: EDUC-F 205. The application of psychological concepts to school learning and teaching in the perspective of development from

the beginning of preadolescence adolescence. Special attention is devoted to the needs of the handicapped.\*\*

**EDUC-P 290 Professional Practices: Education (2 cr.)** P: Admission to the TEP. Provides students with knowledge of basic concepts in physical education and potential outcomes of preschool and elementary school motor development programs. Further, the implementation and evaluation of such programs and appropriate movement experiences for young children will be provided. Emphasis will be placed on curriculum planning and design that is developmentally appropriate.\*\*

**EDUC-P 348 Foundations of Child Growth and Development: Focus on Birth to Age 3 (3 cr.)** P: Admission to the TEP. Students will examine historical as well as contemporary theories of child growth and development for typically and atypically developing children throughout the early childhood period. All facets of development will be examined including physical, emotional, social, language, and cognitive development. Particular focus will be on prenatal to age three development.\*\*

**EDUC-P 351 Foundations of Child Development: Focus on 3 to 8 year old children (3 cr.)** P: P 348. Students will examine child growth and development for typically and atypically developing children, including physical, emotional, social, language, and cognitive development. Particular focus will be on 3- to 8-year old children.\*\*

**EDUC-P 501 Statistical Method Applied to Education (3 cr.)** An introduction to statistical methods needed for basic data analysis in education. Includes an introduction to distribution of variables, measures of central tendency, variability, hypothesis testing, and correlation techniques. Emphasis on theoretical and computational skills.

**EDUC-P 503 Introduction to Research (3 cr.)** Methods and procedures in educational research.

**EDUC-P 507 Testing in the Classroom (3 cr.)** An introduction to the central concepts of tests and measurements, and formal and informal assessment strategies for assessing students and instructional programs.

**EDUC-P 510 Psychology in Teaching (3 cr.)** Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree and who currently are or are planning to be classroom teachers.

**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 540 Learning and Cognition in Education (3 cr.)** Survey of theoretical positions in the areas of learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

**EDUC-P 570 Behavior Problems in the Public Schools (3 cr.)** For teachers, administrators, psychologists, case workers, and others concerned with the adjustment of children in school. Recognition of behavioral symptoms indicative of the need for special attention; role and methods used in dealing with behavioral problem children.

**EDUC-Q 200 Introduction to Scientific Inquiry (3 cr.)** Course provides the elementary education major with background in the science process skills needed to complete required science courses.\*\*

**EDUC-Q 528 Demonstration and Field Strategies in Science (1-6 cr.)** Identification, selection, design, implementation, and evaluation of demonstrations and field trips. Strategies in science for elementary, middle school, junior high, and secondary school teachers.

**EDUC-Q 540 Teaching Environmental Education (3 cr.)** For elementary and secondary teachers. Basic principles of environmental/conservation education stressed in grades K-12. Methods and techniques for integrating these principles into existing curricula. Designed for the development and evaluation of new interdisciplinary teaching materials.

**EDUC-S 503 Secondary School Education (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.

**EDUC-S 505 The Junior High and Middle School (3 cr.)** Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

**EDUC-S 507 The Teacher and Secondary School Organization (3 cr.)** For teachers and administrators. Functions of school personnel, organization of professional and lay people for a more effective school program, professional leadership, lay participation, and effective personnel organization.

**EDUC-S 514 Advanced Study in the Teaching of Reading in the Junior High and Secondary School (3 cr.)** The developmental reading program in junior high and secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

**EDUC-S 530 Junior High and Middle School Curriculum (3 cr.)** The educational program designed for the junior high and middle school. Functions, organization, planning, and evaluation of the junior high and middle school curriculum in specific areas.

**EDUC-W 200 Computers in Education: An Introduction (3 cr.)** Required of all students pursuing teacher certification. Introduction to instructional computing, educational computing literature, and BASIC programming. Review of and applied experience with educational software packages and commonly used microcomputer hardware. For education majors only.

**EDUC-W 505 Multimedia in the Classroom (3 cr.)** Intended to equip teachers and administrators with

confidence when using the myriad of technology tools available for educators. Skills covered include: scanning, digital camera photography, video capture, creating slide shows, developing web pages, and audio capture.

**EDUC-X 460 Books for Reading Instruction (3 cr.)** P: EDUC-E 349. Examines use of trade books and non-text materials for teaching Language Arts and Reading K-8. Special sessions may focus on specific student populations.

**EDUC-X 490 Research in Reading (1-6 cr.)** P: Consent of instructor. Individual research.

**EDUC-X 504 Diagnosis of Reading Difficulties in the Classroom (3 cr.)** P: EDUC-E 545 or EDUC-S 514 or consent of instructor. Treats the theory, correlates, instruments, and techniques of diagnosing reading difficulties in the classroom.

**EDUC-X 530 Topical Workshop in Reading (3 cr.)** Individual and group study of special topics in the field of reading. Means for improving the teaching of reading. One credit hour is offered for each week of full-time work.

**EDUC-Y 520 Strategies for Educational Inquiry (3 cr.)** Methods and procedures in educational research. The primary purpose of this course is to introduce students to the basics of educational research, principally as it occurs in and is applied to practical, classroom settings. Course design will include lecture and discussions, independent study, individual conferences/ tutorials with the instructor, and student-led presentations related to proposed research projects.

**EDUC-Y 595 Educational Inquiry: Authentic Application (3 cr.)** P: Successful completion of EDUC-Y 520. Application of methods and procedures in educational research. The primary purpose of this course is to apply educational inquiry strategies and skills learned in Y 520 Strategies for Educational Inquiry. Course design will include lecture and discussions, independent study, individual conferences/tutorials with the instructor, and student-led presentations related to completed research projects.

### **Health, Physical Education and Recreation**

**HPER-E 100 Experiences in Physical Activity (1-3 cr.)** Instruction in a specified physical education activity that is not regularly offered by the Department of Kinesiology. Emphasis on development of skill and knowledge pertinent to the activity. Repeatable for credit with different topic.

**HPER-E 102 Group Exercise (1 cr.)** A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance. A variety of activities will be featured utilizing such equipment as steps, weights, resistance bands and music. S/F grades given. Repeatable once for credit.

**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.

**HPER-E 112 Bicycling (1 cr.)** Beginning instruction in the principles of fitness through a cycling program. Fitness testing and cardiovascular training. Proper riding

technique, safety, and other features of competitive and recreational cycling. Lecture only.

**HPER-E 115 Body Dynamics (1 cr.)** Uses aerobic exercises to improve cardiovascular and respiratory conditioning.

**HPER-E 117 Bowling (1 cr.)** Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette on the lanes. Explanation of lane construction, lane condition, and automatic machines. Fee charged.

**HPER-E 119 Personal Fitness (2 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.

**HPER-E 121 Conditioning and Weight Training (1 cr.)** Instruction in basic principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

**HPER-E 130 Army Physical Fitness (2 cr.)** The path to total fitness requires a combination of physical conditioning, mental conditioning, and common-sense dietary considerations. Army Physical Fitness is for those willing to accept a disciplined regimen proven to lead to total fitness.

**HPER-E 133 Fitness and Jogging (1 cr.)** Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program. For students without prior experience in jogging programs, aerobics levels I through III. Only S/F grades given.

**HPER-E 148 T'ai Chi Ch'uan (1 cr.)** Introduction to the slow movements of t'ai chi ch'uan. Course provides instruction in William C. C. Chen's 60 movement form, physics of body leverage, history, philosophy, and cultural context. One of the most popular forms of exercise in China.

**HPER-E 150 Tae Kwon Do (1 cr.)** Beginning instruction in techniques of blocking, kicking, striking, punching, limited free fighting, and self-defense.

**HPER-E 159 Racquetball (1 cr.)** Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games.

**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.

**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.

**HPER-E 190 Yoga (1 cr.)** Instruction in basic principles and techniques of yoga. Emphasis on personalized training.

**HPER-E 230 Advanced Army Physical Fitness (2 cr.)** P: HPER-E 130 or instructor consent. Continuing along the path to total fitness begun in E 130, this course

emphasizes the leadership aspect of Army Physical Fitness. Students will lead PT sessions, participate in and lead formation runs, and continue the disciplines regimen begun in E 130.

**HPER-E 275 Aquatic Conditioning (1 cr.)** Acquire a moderate to high level of aerobic capacity while using water, equipment and other useful techniques skills and ideas. Achieve students' desired goal through fitness utilizing the water.

**HPER-H 170 Health and Surviving the College Years (3 cr.)** This course covers the health and wellness issues related to a student's transition from high school to college. It focuses on education and prevention issues and includes the following topics: stress, sexuality, safety, substance use and abuse, fitness, nutrition, budgeting, and emotional health.

**HPER-R 206 Recreational Sports Programming (3 cr.)** Overview of programmatic elements and techniques in recreational sports. Topics include informal, intramural, club, extramural, and instructional sports programming; values of recreational sports; and terminology and career opportunities in various recreational sport settings.

### Liberal Studies

**LBST-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

**LBST-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.

**LBST-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.

**LBST-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.

**LBST-D 511 Humanities Elective (3 cr.)** P: LBST-D 510. M.A.L.S. graduate elective course in the humanities. Topics vary. May be repeated for credit.

**LBST-D 512 Social Science Elective (3 cr.)** P: LBST-D 510. M.A.L.S. graduate elective course in the social sciences. Topics vary. May be repeated for credit.

**LBST-D 513 Science Elective (3 cr.)** P: LBST-D 510. M.A.L.S. graduate elective course in the sciences. Topics vary. May be repeated for credit.

**LBST-D 514 Graduate Liberal Overseas Study (3-6 cr.)** P: LBST-D 510. This course will enable M.A.L.S. students to participate in overseas studies. In some cases there may be a language prerequisite.

**LBST-D 525 Topics in International Studies (1-6 cr.)** P: LBST-D 510. This course is a graduate seminar with varied topics in international studies. The content will vary, but it will always focus on international issues and topics in

different fields of studies. At times, this course will have an interdisciplinary and/or comparative focus.

**LBST-D 550 Teaching Assistantship (3-6 cr.)** P: LBST-D 510 and prior consent of director and instructor. This course will enable students to have a practical experience in teaching by assisting a faculty member in planning, teaching and grading a course in the student's area of concentration. This course is a requirement for the academic teaching track.

**LBST-D 551 Research Assistantship (3-6 cr.)** P: LBST-D 510 and prior consent of director and instructor. This course will enable students to assist resident faculty in their research.

**LBST-D 591 Graduate Workshop on Teaching (3 cr.)** P: LBST-D 510 and prior consent of director and instructor. This course is a requirement for the academic teaching track. This workshop will focus on best practices in teaching including syllabus construction, teaching philosophy, assessment of student work, faculty and student conduct and an introduction to the scholarship of teaching and learning.

**LBST-D 594 Liberal Studies Directed Readings (1-3 cr.)** P: LBST-D 510 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 of 6 credit hours.

**LBST-D 596 Liberal Studies Independent Research (1-3 cr.)** P: LBST-D 510 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.

**LBST-D 600 Public Intellectual Practicum (3 cr.)** P: Completion of all other program course work. A capstone seminar for the M.A.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.

**LBST-D 603 Thesis Proposal (3 cr.)** Independent initial research/exploration of thesis topic including a formal proposal containing a statement of purpose, a background or rationale, an extensive literature review, a methodology, and a working thesis title. This course is a prerequisite for students registering for D604.

**LBST-D 604 Thesis (3 cr.)** Independent thesis work conducted in consultation with Thesis Committee.

## Nursing

**NURS-B 216 Nursing Pharmacology (2 cr.)** P: ANAT-A 215, PHSL-P 215. This course focuses on the physiological actions of drugs and their therapeutic use; the nurse's role in administering drugs, and the need for continuous study of drug therapy.

**NURS-B 231 Communication for Health Care Professionals: RN to BSN (3 cr.)** Note: this course must be taken in the first semester for RN to BSN Students. This course addresses professional communication, inter/intra professional collaboration, and professional engagement to foster growth and development in nursing. This course also focuses on issues related to professional

practice, theory, development and use, professional organization participation, service, continuing education, autonomy and accountability.

**NURS-B 232 Introduction to the Discipline of Nursing: Theory, Practice, Research (2 cr.)** This course focuses on the core theoretical concepts of nursing practice: health, wellness, illness, holism, caring environment, self-care, uniqueness of persons, interpersonal relationships, and decision-making. This course helps the student understand nursing's unique contribution to meeting societal needs through integrating theory, research and practice.

**NURS-B 244 Comprehensive Health Assessment (2 cr.)** C: NURS-B 245. This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

**NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.)** C: NURS-B 244. Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

**NURS-B 248 Science and Technology of Nursing (3 cr.)** C: NURS-B 249. This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span.

**NURS-B 249 Science and Technology of Nursing: Practicum (2 cr.)** C: NURS-B 248. Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span.

**NURS-B 252 Pathophysiology (3 cr.)** P: ANAT-A 215, PHSL-P 215. This course focuses on the development of student understanding of alterations in normal human physiological functioning. Students will explore alterations of health and related basic diagnostic tests related to the management of selected alterations.

**NURS-B 304 Professional Nursing Seminar 1: 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. This course is restricted to RN to BSN students only.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-B 404 Professional Nursing Seminar 2: 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. This course is restricted to RN to BSN students only.

**NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.)** P: All sophomore-level courses. C: NURS-H 352. This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of the brain-body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

**NURS-H 352 Alterations in Neuro-Psychological Health: Practicum (2 cr.)** C: NURS-H 351. Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and small groups in supervised settings such as acute care, community-based, transitional, and/or the home.

**NURS-H 353 Alterations in Health I (3 cr.)** P: All sophomore-level courses. C: NURS-H 354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem solving skills to plan interventions appropriate to health care needs.

**NURS-H 354 Alterations in Health I: Practicum (2 cr.)** C: NURS-H 353. Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Student will engage clients in a variety of settings to address alteration in health functioning, identify health care needs, and determine the effectiveness of interventions given expected care outcomes.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-H 361 Alterations in Health II (3 cr.)** P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354, all sophomore-level courses. C: NURS-H 362. This course builds on Alterations in Health I and continues to focus on pathophysiology and holistic nursing care management of clients experiencing acute and chronic health problems and their associated needs.

**NURS-H 362 Alterations in Health II: Practicum (2 cr.)** C: NURS-H 361, P: NURS-H 351, NURS-H 352, NURS-H 353, NURS-H 354 and all sophomore courses. Students will continue to apply the science and technology of

nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

**NURS-H 363 The Developing Family and Child (4 cr.)** C: NURS-H 364. This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child raising phases of family development. Factors dealing with preserving, promoting, and restoring health status of family members will be emphasized.

**NURS-H 364 The Developing Family and Child: Practicum (2 cr.)** C: NURS-H 363. Students will have the opportunity to work with childbearing and child raising families, including those experiencing alterations in health.

**NURS-H 365 Nursing Research (2 cr.)** C: NURS-H 361, NURS-H 362, NURS-H 363, NURS-H 364. This course is 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-I 630 Introduction to Nursing Informatics (3 cr.)** This course provides an introduction to the field of nursing informatics, the current state of the science, and major issues for research, development, and practice. It includes clarification of the concepts of nursing, technology, and information management. In addition, the course also explores the theoretical underpinnings of nursing informatics and the practice of nursing informatics.

**NURS-J 360/K 490 Operating Room Nursing/Peri-operative Nursing (lecture -- 2 cr., clinical -- 2 cr. cr.)** This course is designed to enable the student to participate in the professional and technical components of peri-operative nursing practice with supervision. Learning opportunities include care of the patient undergoing the stress of surgery in the pre-, intra-, and post-operative phases. The student participates as a member of the surgical team in the circulating and scrub nurse's role. The student will also participate in the care of the patient pre-operatively by doing admission assessments.

**NURS-J 595 Nursing Administrative Elective (3 cr.)** This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of Nursing Administration.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-K 304 Nursing Specialty Elective (3 cr.)** This course allows the RN to BSN student to apply nationally recognized specialty nursing knowledge and skills to the BSN degree, through a portfolio or independent study

approach. National specialty standards will be used to devise learning objectives, implementation and evaluation plan. This course is restricted to RN to BSN students only.

**NURS-K 305 New Innovation 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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-K 415 Special Needs Children in the Community (2-4 cr.)** This course focuses on children with special health needs in the community setting. Concepts of growth and development will be explored in relationship to the identified health needs. Principles of health education, health maintenance, and health promotion will be integrated in the experiential component of the course.

**NURS-K 432 Korean Culture and Healthcare (1 cr.)** This course provides a forum for students to explore Korean culture in terms of history, culture, language, business, foods, traditions, perspectives, and healthcare. Students interact with their peers from a Korean University.

**NURS-K 433 Korean Culture and Healthcare: Practicum (2 cr.)** This 2-week cultural immersion experience is based at a school of nursing in South Korea. Students will participate in classroom, laboratory, clinical, cultural and leisure time activities with Korean students. Prerequisites: Must be a student in good standing in the IU School of Nursing, successfully complete the Korean Culture & Healthcare course, and be selected to participate.

**NURS-K 440 Critical Care Elective (2 cr.)** P: Sophomore and junior level courses. Students will hear presentations from physicians and advanced practice nurses and participate in discussions related to critical care concepts and hemodynamic monitoring.

**NURS-K 490 Clinical Nursing Elective (1-6 cr.)** P: Consent of instructor. S/F graded. Planned and supervised clinical experience in an area of concentration.

**NURS-K 492 Nursing Elective (1-6 cr.)** P: Consent of instructor. Opportunity for the student to pursue study in an area of interest.

**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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-L 530 Legal Environment of Health Care (3 cr.)** This course further develops the ability to analyze, synthesize, and utilize knowledge related to the complex and interdependent legal environment of health care. This is accomplished through a variety of experiences including formal lecture, seminars, clinical experiences, and independent study.

**NURS-L 574 Administrative Management (3 cr.)** This course encompasses concepts, theories, perspectives, and research relevant to administration of nursing services. Emphasis on management principles and organizational processes related to patient care delivery systems. Examines contemporary literature in nursing and business.

**NURS-L 579 Nursing Administration Practicum (3 cr.)** This course is a practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes Web-supported communication. P: Must complete all core and administration track courses except R590 Nursing Study which can be taken concurrently to after completion of the practicum.

**NURS-L 671 Financial Management (3 cr.)** This course is designed to inform nurses of the concepts and principles related to budget preparation and fiscal management of a nursing unit or division. Constructs to be examined include the following: methods of obtaining personnel input, estimating costs, and cost justification.

**NURS-N 502 Nursing Theory (3 cr.)** This course focuses on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, research and best practice are explored.

**NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.)** This course addresses core competencies such as leadership, professional role, health care economics, policy, and law and ethics that are essential to all advanced nursing practice roles and health care in complex systems.

**NURS-P 216 Pharmacology (3 cr.)** This course focuses on basic principles of pharmacology. 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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-R 500 Nursing Research (3 cr.)** This course provides a survey of research in nursing, including critique of research literature, research designs, sampling, data collection and measurement strategies, relation of research and theory, development of researchable problems, and theory utilization.

**NURS-R 505 Measurement and Data Analysis (3 cr.)** This course analyzes principles and application of data analysis, descriptive, inferential, and multivariate statistics. Considers the research purpose and phenomenon under study as determinants of measurement techniques and data analysis. The purpose, assumptions, and limitations of statistics will be presented. Tools and techniques for data presentation and analysis will be utilized. Introductory Item Response Theory will be explored. These topics will be considered from the perspective of research in nursing and health care.

**NURS-R 590 Nursing Study (3 cr.)** This course is a guided experience in identifying a researchable problem and in developing and implementing a research proposal.

**NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.)** P: All Sophomore and Junior level courses. C: NURS-S 471, NURS-S 472, NURS-S 473. This course focuses on the pathophysiology and nursing care management of clients experiencing multisystem alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

**NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.)** C: NURS-S 470, NURS-S 472, NURS-S 473. The students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

**NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.)** P: All junior level courses. C: NURS-S 470, NURS-S 471, NURS-S 473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

**NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.)** C: NURS-S 470, NURS-S 471, NURS-S 472. Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

**NURS-S 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. Note: some sections of this course are restricted to RN to BSN students.

**NURS-S 475 A Multi-System Approach to the Health of the Community: RN to 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. This course is restricted to RN to BSN students only.

**NURS-S 481 Nursing Management (2 cr.)** P: All Sophomore, Junior, and First Semester Senior level courses. C: NURS-S 481, NURS-S 482, NURS-S 483, NURS-S 485. This course focuses on the development of management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management and collaboration. Concepts addressed include organizational structure, change, managing quality

and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

**NURS-S 482 Nursing Management: Practicum (2 cr.)** C: NURS-S 481, NURS-S 483, NURS-S 485. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

**NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)** C: NURS-S 481, NURS-S 482, NURS-S 485. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

**NURS-S 485 Professional Growth and Employment (3 cr.)** C: NURS-S 481, NURS-S 482, NURS-S 483. 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 life-long learning.

**NURS-S 487 Nursing Management: RN to 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. This course is restricted to RN to BSN students only.

**NURS-T 615 Curriculum in Nursing (3 cr.)** This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined.

**NURS-T 617 Evaluation in Nursing (3 cr.)** This course integrates concepts of assessment and evaluation into a nursing framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

**NURS-T 619 Computer Technologies for Nurse Educators (3 cr.)** This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use, and integration of computer technologies in nursing education programs.

**NURS-T 670 Teaching in Nursing (3 cr.)** This course provides seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction.

**NURS-T 675 Nursing Elective (3 cr.)** This course is an intensive study and discussion of a specific topic of current interest in the theory and/or practice of nursing education.

**NURS-T 679 Nursing Education Practicum (3 cr.)** This course is a capstone practicum experience designed for application, demonstration and synthesis of theory and competencies related to the role of nurse educator. Learning experiences are planned and negotiated to meet individual learning goals in the context of preceptor-supervised experiences in classroom and/or clinical health care practice settings. P: Must complete all core and education track courses except NURS-R 590 Nursing Study which can be taken concurrently or after completion of the practicum.

**NURS-Y 510 Advanced Practice Concepts 1 (3 cr.)** This course analyzes selected nursing concepts and related research with a focus on ethics, human diversity and social issues including genomics and genetics as well as health promotion and disease prevention including select pathophysiology, pharmacology, and health assessment. Course investigates the advanced practice nurse role in population health and public health science. Relationship of concepts to advanced practice models is explored.

**NURS-Y 520 Advanced Practice Concepts 2 (3 cr.)** This course analyzes selected nursing concepts and related research with a focus on health care policy, organization of health care delivery systems, health care financing and health care economics and the impact of quality and safety on these concepts. Relationship of concepts to advanced practice models is explored.

**NURS-Z 490 Clinical Experience in Nursing (1-6 cr.)** P: consent of instructor. S/F graded. Planned and supervised clinical experiences in the area of the student's major interest.

**NURS-Z 492 Individual Study in Nursing (1-6 cr.)**  
P: Consent of instructor. Opportunity for the student to pursue independent study of topics in nursing under the guidance of a selected faculty member.

### **Public Administration and Health Management**

**PAHM-E 262 Environment: Problems and Prospects (3 cr.)** A survey of different aspects of the interaction between humans and their environment, with an emphasis on the complex interactions within systems. Subjects discussed include population levels, natural resources, energy use, and various types of population and means of controlling them.

**PAHM-E 272 Introduction to Environmental Sciences (3 cr.)** Application of principles from life and physical sciences to the understanding and management of the environment. Emphasis will be placed on (1) the physical and biological restraints on resource availability and use, and (2) the technological and scientific options to solving environmental problems.

**PAHM-V 100 Current Topics in Public Affairs (1-3 cr.)** Readings and discussion of current public affairs issues and problems. May be repeated for credit.

**PAHM-V 171 Introduction to Public Administration (3 cr.)** Broad coverage of public affairs through critical and analytical inquiry into policy making at all levels of government. Particular emphasis on intergovernmental relations as they affect policy in the federal system.

**PAHM-V 263 Public Management (3 cr.)** This course is an examination of 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, in particular, problems of management in a democratic, limited government system.

**PAHM-V 264 Urban Structure and Policy (3 cr.)** An introduction to urban government and policy issues. Topics include: urban government structure and policy making, the economic foundations and development of cities, demography of cities and suburbs, land-use planning, and other selected urban policy problems.

**PAHM-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.)** An introduction to government accounting, including comparison with accounting for the private sector; intended as background for the use of financial administrators. The course primarily deals with municipal accounting. Not open to students with more than seven credit hours of accounting.

**PAHM-V 348 Management Science (3 cr.)** P: PSY-K 300 and MATH-M 118. 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 is recommended, though not required.

**PAHM-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.

**PAHM-V 368 Managing Government Operations (3 cr.)**  
P: PAHM-V 348. Application of analytical techniques to operating decisions in the public management sector. 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, and inventory assignment, transportation, and replacement decisions.

**PAHM-V 372 Government Finance and Budgets (3 cr.)** Study of fiscal management in public agencies, including revenue administration, and fiscal federalism. Examples and applications to contemporary government decisions.

**PAHM-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 course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

**PAHM-V 380 Internship in Public and Environmental Affairs (1-6 cr.)** Requires permission of the instructor. Open to interested majors upon approval of the 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. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

**PAHM-V 391 Honors Readings in Public and Environmental Affairs (3 cr.)** Student must be in the IU Kokomo Honors. Program. Independent readings and research.

**PAHM-V 502 Public Management (3 cr.)** Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

**PAHM-V 504 Public Organizations (3 cr.)** This course focuses on the behavior and theory of public organizations in four areas: (1) individual and groups in public organizations; (2) the design of public organizations; (3) organization environment relations, and (4) inter organizational relations.

**PAHM-V 506 Statistical Analysis for Effective Decision Making (3 cr.)** Non-calculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis and analysis of variance, regression, processing of data emphasized.

**PAHM-V 509 Administrative Ethics in Public Sector (3 cr.)** Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, code of ethics, policy making, morality, politics, and whistle blowing. Case studies and media materials will be used to illustrate these and other such issues affecting the workplace.

**PAHM-V 517 Public Management Economics (3 cr.)** This course focuses on applications of the principles and concepts of intermediate microeconomic theory and managerial economics to public-sector management decisions and policy analysis. The course utilizes case studies with the goal of giving students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem solving orientation.

**PAHM-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 of choice.

**PAHM-V 521 The Nonprofit and Voluntary Sector (3 cr.)** The theory, size, scope, and functions of the nonprofit and voluntary sector are covered from multiple disciplinary perspectives including historical, political, economic, and social.

**PAHM-V 524 Civil Society in Comparative Perspective (3 cr.)** An exploration of state-society relationship in a variety of regimes and time periods. Focus on ways regimes' policies affect the existence and contribution of those nongovernmental and nonprofit organizations that stand between the individual and the state; how nonprofit organizations shape the policy agenda of a regime.

**PAHM-V 525 Management in the Nonprofit Sector (3 cr.)** P: PAHM-V 521. An examination of nonprofit 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.

**PAHM-V 540 Law and Public Policy (3 cr.)** 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 citizens' rights, among others.

**PAHM-V 543 Health Services Management (3 cr.)** A course that integrate 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 organization theories are applied to an understanding of health care delivery settings.

**PAHM-V 545 The U.S. Health Care System (3 cr.)** An analysis of the 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. Topic includes the organization of health care delivery on federal, state, and local levels, in both public and private sectors.

**PAHM-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.

**PAHM-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.

**PAHM-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.

**PAHM-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 revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

**PAHM-V 561 Public Human Resources Management (3 cr.)** Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

**PAHM-V 562 Public Program Evaluation (3 cr.)** Examination of how the program of public agencies is 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.

**PAHM-V 566 Executive Leadership (3 cr.)** The course offers an in-depth examination of factors that contribute to successful executive leadership practices in a variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

**PAHM-V 585 Practicum in Public Affairs (1-6 cr.)** Students hold work assignments with public agencies. Grading is on an S/F basis.

**PAHM-V 681 Seminar in Development Policy and Management (3 cr.)** This course explores linkages among policy analysis, management models, programs, and outcomes in a variety of development efforts in the less-developed countries. The primary focus is on empirical analysis of developing countries, with some attention to U.S domestic ventures.

### Psychology

**PSY-K 300 Statistical Techniques (3 cr.)** Fall and Spring. P: MATH-M 118 or MATH-M 119 or equivalent. Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, elementary probability. Concepts of statistical inference decision- making, estimation, and hypothesis testing. Special topics include regression and correlation, analysis of variance, nonparametric methods.

**PSY-P 103 General Psychology (3 cr.)** Fall, Spring, and Summer. Introduction to psychology: its methods, data, and theoretical interpretations in areas of learning, sensory psychology, psychophysiology, individual differences, personality development, and abnormal and social psychology.

**PSY-P 211 Methods of Experimental Psychology (3 cr.)** to be offered in Fall, 2012, Spring, 2013, and Summer, 2013. Note: Summer, 2013 is the last time this course will be offered. P: PSY-P 103 and ENG-W 132. Critical analysis of psychological claims, design and execution of simple experiments, treatment of results, search of the literature, and preparation of research reports. Students entering the psychology major prior to Fall, 2012 are required to take this class. Students entering the psychology major in Fall, 2012 or after are required to take Introduction to Psychological Inquiry (P2??; course currently in development) in lieu of PSY-P 211. Credit not given for both P 211 and Introduction to Psychological Inquiry.

**PSY-P 216 Life Span Developmental Psychology (3 cr.)** Fall, Spring, and Summer. P: PSY-P 103. 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-P 216 and PSY-P 316.

**PSY-P 2?? Introduction to Psychological Inquiry (3 cr.)** Fall and Spring (will be offered starting Fall, 2013). P: PSY-P 103 and ENG-W 132. (Course currently in development.) Students entering the psychology major in Fall, 2012 or after are required to take this course. Credit not given for both PSY-P 211 and Introduction to Psychological Inquiry.

**PSY-P 303 Health Psychology (3 cr.)** Spring, 2013. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. Focuses on 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 behavior and other psychological factors can impart health both positively and negatively.

**PSY-P 319 Psychology of Personality (3 cr.)** Fall 2013. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. Methods and results of scientific study of personality. Basic concepts of personality traits and their measurements; developmental influences; problems of integration.

**PSY-P 320 Social Psychology (3 cr.)** Fall 2012. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. The study of psychological theories and research dealing with social influence and social behavior, including topics such as conformity, personal perception, aggression, attitudes, and group dynamics.

**PSY-P 322 Psychology in the Courtroom (3 cr.)** Spring, 2015. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. This course considers the psychological aspects of roles and interactions in the courtroom. Topics include: definitions of "sanity" and "competency", eyewitness testimony, jury selection, instructions, and the role of psychologists as "expert witnesses" and jury selection consultants. Emphasis will be placed on empirical law-psychology research.

**PSY-P 324 Abnormal Psychology (3 cr.)** Fall and Spring. P: PSY-P 103. R: completion of 26 credit hours. A first course in abnormal psychology, with emphasis on forms of abnormal behavior, etiology, development, interpretation, and final manifestations.

**PSY-P 325 Psychology of Learning (3 cr.)** Every Fall. P: PSY-P 103. R: completion of 26 credit hours. Facts and principles of human and animal learning, especially as treated in theories attempting to provide a framework for understanding what learning is and how it takes place.

**PSY-P 326 Neuroscience (3 cr.)** Spring 2014. Alternate years. P: PSY-P 103. R: BIOL-L 100 or BIOL-L 105 and completion of 26 credit hours. Central nervous system functions in relation to sensory processes, motivation, and learning.

**PSY-P 335 Cognitive Psychology (3 cr.)** Spring, 2013. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. Introduction to human cognitive processes, including attention and perception, memory, psycholinguistics, problem solving, and thinking.

**PSY-P 355 Experimental Psychology (3 cr.)** Fall, 2013. Alternate years. P: Introduction to Psychological Inquiry, ENG-W 132, PSY-K 300. Scientific methods applied to the problems of psychology. Design and execution of simple psychological experiments, treatment of results, and preparation of written reports. This course is required for students entering the psychology major in Fall, 2012 or later. Students entering the major prior to Fall, 2012 are NOT required to take this course.

**PSY-P 381 Helping Skills and Ethics (3 cr.)** Every Fall and Spring. P: 6 credit hours in psychology. Introduction to

the helping relationship, including theories and strategies of effective helping, ethical issues, and limitations of the helper role.

**PSY-P 391 Psychology of Gender and Ethnicity (3 cr.)** Spring, 2014. Alternate years. P: PSY-P 103. R: completion of 26 credit hours. Basic psychological concepts and research from the perspectives of gender and ethnicity, focusing on both the similarities and differences across gender and ethnic groups. Explores the impact of social and political forces on psychological development and adjustment. Contemporary theory on ethnicity, gender, and class will also be examined.

**PSY-P 459 History and Systems of Psychology (3 cr.)** Every Fall. P: PSY-P 103 and completion of 12 credit hours of psychology. Historical background and critical evaluation of major theoretical systems of modern psychology: structuralism, functionalism, associationism, behaviorism, Gestalt psychology, and psychoanalysis. Methodological problems of theory construction and system-making. Emphasizes integration of recent trends.

**PSY-P 493 Statistical Techniques (3 cr.)** Supervised Research I (3 cr.) Every Fall. P: consent of instructor. Active participation in research. An independent experiment of modest magnitude; course will include a research proposal submitted to the appropriate research ethics review board. Students who enroll in PSY-P 493 will be expected to enroll in PSY-P 494.

**PSY-P 494 Supervised Research II (3 cr.)** Every Spring. P: PSY-P 493. A continuation of PSY-P 493. Course will include a journal-type report of the two semesters of work.

**PSY-P 495 Topics Course (1-3 cr.)** P: Consent of instructor. Participation in ongoing research in a single laboratory or independent reading and writing on a psychological topic. Other topic currently in use: **Practicum in Psychology (3 cr.)** Fall, Spring, and Summer. P: PSY-P 381 and consent of instructor. This course involves participation in a field experience in an applied area such problems in the community, such as problems of the mentally retarded, children, the elderly, family relations, industrial relations, and mental health.

### **School of Humanities and Social Sciences Humanities**

#### **Afro-American Studies (AFRO)**

**AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)** The culture of blacks in America viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science.

**AFRO-A 210 The Black Woman in America (3 cr.)** A historical overview of the black woman's role in American society, including family, social, and political relationships.

**AFRO-A 303 Topics in Afro-American Studies (1-3 cr.)** Study of selected topics or issues in Afro-American studies, occasionally, but not always, coordinated with symposia and/or conferences sponsored by the Afro-American Studies Program.

#### **Classical Studies**

**CLAS-C 209 Medical Terms from Greek and Latin (2 cr.)** This course introduces students to the process by which technical medical terms are formed.

### **Comparative Literature**

**CMLT-C 190 Introduction to Film (3 cr.)** History of film and growth of cinematic techniques from Msand the Lumiere brothers to the present. Topics such as adaptation, the visual image, genres, and the film as social document, and how they relate to the history and development of film art. Students will become familiar with the basic terminology and technical aspects of film study.

**CMLT-C 390 Film and Society (3 cr.)** P: CMLT-C 190 or consent of instructor. Film and politics; censorship; social influences of the cinema; and rise of the film industry.

**CMLT-C 392 Genre Study in Film (3 cr.)** P: CMLT-C 190 or consent of instructor. Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus is on one specific genre each time the course is offered. May be repeated once with different topic.

### **East Asian Languages and Cultures**

**EALC-E 100 East Asia: An Introduction (3 cr.)** Basic introduction to China, Japan, and Korea. Intended to help students understand the unique character of each of these three cultures within the general framework of East Asian civilization, comprehend the historical importance of the three countries, and appreciate the crucial role they play in the world today.

### **English**

**ENG-A 303 Topics in Afro-American Studies (3 cr.)** Study of selected topics or issues in Afro-American studies.

**ENG-E 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.

**ENG-E 301 Literatures in English 1600-1800 (3 cr.)** Representative study of British and American literature of the sixteenth through the eighteenth centuries in the context of transatlantic cultural developments.

**ENG-E 303 Literatures in English 1800-1900 (3 cr.)** Representative study of nineteenth-century British and American literature in the context of transatlantic cultural developments.

**ENG-E 304 Literatures in English 1900-Present (3 cr.)** Representative study of twentieth-century literatures in English. In addition to Britain and North America, cultural locations may include the Indian subcontinent, Australasia, Anglophone Africa, the Caribbean, etc. Focus on themes associated with modernity and cross-cultural contacts.

**ENG-G 301 History of the English Language (3 cr.)** Historical and structural analysis of English language in the stages of its development. Political and social events affecting development of language; interrelationship of language and literature; evolution of modern phonology and syntax.

**ENG-L 101 Western World Masterpieces I (3 cr.)** Literary masterpieces from Homer to Chaucer. Aims to teach thoughtful, intensive reading and to introduce

students to the aesthetic values of the classical literary heritage of Western literature.

**ENG-L 102 Western World Masterpieces II (3 cr.)**

Literary masterpieces from Shakespeare to the present. Introduces the student to the literature of the modern world and its aesthetic and philosophical values. May be taken before ENG-L 101.

**ENG-L 202 Literary Interpretation (3 cr.)** Close analysis of representative texts (poetry, drama, fiction) designed to develop the art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

**ENG-L 203 Introduction to Drama (3 cr.)** Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings will include plays from several ages and countries.

**ENG-L 204 Introduction to Fiction (3 cr.)** Representative works of fiction; structural techniques in the novel. Novels and stories from several ages and countries.

**ENG-L 205 Introduction to Poetry (3 cr.)** Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

**ENG-L 207 Women and Literature (3 cr.)** Issues and approaches to the critical study of women writers and their treatment in British and American literature.

**ENG-L 209 Topics in American Literature and Culture (3 cr.)** Selected works of American literature in relation to a single cultural problem or theme. Topics will vary from semester to semester.

**ENG-L 220 Introduction to Shakespeare (3 cr.)** Rapid reading of at least a dozen of Shakespeare's major plays and poems. May not be taken concurrently with ENG-L 313 or ENG-L 314.

**ENG-L 225 Introduction to World Masterpieces (3 cr.)** Representative masterpieces in all genres from world literature of any period.

**ENG-L 230 Science Fiction (3 cr.)** Study of the kinds, conventions, and theories of science fiction. Course may include both literature (predominantly British and American) and film.

**ENG-L 295 American Film Culture (3 cr.)** Film in relation to American culture and society. Topic varies. Works of literature may be used for comparison, but the main emphasis will be on film as a narrative medium and as an important element in American culture.

**ENG-L 308 Elizabethan and 17th Century Drama (3 cr.)** English drama from Shakespeare's time to the closing of the theaters in 1642 and beyond.

**ENG-L 315 Major Plays of Shakespeare (3 cr.)** A close reading of a representative selection of Shakespeare's major plays.

**ENG-L 320 Restoration and Early Eighteenth-Century Literature (3 cr.)** Major poetry and prose with emphasis on Dryden, Swift, and Pope.

**ENG-L 327 Later Eighteenth-Century Literature (3 cr.)** Major poetry and prose 1730 & 1800 with emphasis on Johnson and Boswell.

**ENG-L 331 Studies in 19th Century British Literature (3 cr.)** British authors; groups of authors; genres and modes. Topic varies.

**ENG-L 332 Romantic Literature (3 cr.)** Major Romantic writers, with emphasis on two or more of the following: Blake, Wordsworth Coleridge, Byron, Shelley, and Keats.

**ENG-L 335 Victorian Literature (3 cr.)** Major poetry and prose, studied against social and intellectual background of the period.

**ENG-L 346 Twentieth-Century British Fiction (3 cr.)** Modern fiction and its techniques and experiments. Particular emphasis is on Joyce, Lawrence, and Woolf; some later novelists may be included.

**ENG-L 347 British Fiction to 1800 (3 cr.)** Forms, techniques, and theories of fiction as exemplified by such writers as Defoe, Richardson, Fielding, Smollett, and Sterne.

**ENG-L 348 Nineteenth-Century British Fiction (3 cr.)** Forms, techniques, and theories of fiction as exemplified by such writers as Scott, Dickens, Eliot, and Hardy.

**ENG-L 350 Early American Writing and Culture to 1800 (3 cr.)** Broad survey of American writers in Colonial, Revolutionary, and Republican periods.

**ENG-L 351 Critical and Historical Study of American Literature I (3 cr.)** American writers to 1865. Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.

**ENG-L 352 Critical and Historical Study of American Literature II (3 cr.)** American writers 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

**ENG-L 354 American Literature Since 1914 (3 cr.)** American writers since 1914: Faulkner, Hemingway, Eliot, Frost, and two or three additional major writers.

**ENG-L 355 American Fiction to 1900 (3 cr.)** Survey of representative nineteenth century American novels, with emphasis on works of Cooper, Hawthorne, Melville, Twain, James, and Dreiser.

**ENG-L 357 Twentieth-Century American Poetry (3 cr.)** American poetry since 1900, including such poets as Pound, Eliot, Frost, Stevens, Williams, and Lowell.

**ENG-L 358 Twentieth-Century American Fiction (3 cr.)** American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, Faulkner, and Bellow.

**ENG-L 366 Modern Drama: English, Irish, American, and Post-Colonial (3 cr.)** Shaw, Synge, O'Neill, and other significant dramatists, such as Harold Pinter, Edward Albee, August Wilson, Athol Fugard, and Wole Soyinka.

**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 minority writers), and periods (such as American writers of the 1920s). Topics will vary from semester to semester. May be repeated once for credit.

**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.

**ENG-L 371 Critical Practices (3 cr.)** P: ENG-L 202. Study of and practice in critical methodologies; can be focused on specific topics; may be repeated once for credit by departmental permission.

**ENG-L 378 Studies in Women and Literature (3 cr.)** British and American authors such as George Eliot, Gertrude Stein; groups of authors such as the Brontë sisters, recent women poets; or genres and modes such as autobiography, film, and criticism. Topics will vary from semester to semester.

**ENG-L 379 American Ethnic and Minority Literature (3 cr.)** A survey of representative authors and of works of American ethnic and minority literature, with a primary focus on African-American, Hispanic, and American-Indian literature.

**ENG-L 381 Recent Writing (3 cr.)** Selected writers of contemporary significance. May include groups and movements such as black writers, poets of projective verse, new regionalist, para-journalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers; several recent novelists, poets, or critics; or any combination of groups. May be repeated once for credit.

**ENG-L 383 Studies in British or Commonwealth Culture (3 cr.)** Study of a coherent period of British or Commonwealth culture (such as medieval, Elizabethan, or Victorian England, or modern Canada), with attention to the relations between literature, the other arts, and the intellectual milieu.

**ENG-L 388 Studies in Irish Literature and Culture (3 cr.)** An intensive classroom and on-site study of Irish culture and the literature it has produced.

**ENG-L 390 Children's Literature (3 cr.)** Historical and modern children's books and selections from books. Designed to assist future teachers, parents, or others in selecting the best in children's literature for each period of the child's life.

**ENG-L 391 Literature for Young Adults (3 cr.)** Study of books suitable for junior high and high school youths. Special stress on works of fiction dealing with contemporary problems; but also including modern classics, biography, science fiction, and other areas of interest to young adults.

**ENG-L 406 Topics in African-American Literature (3 cr.)** Focuses on a particular genre, time, and period. Topics may include 20th-century African-American women's novels, black male identity in African-American literature, or African-American autobiography. May be repeated once for credit with different focus.

**ENG-L 431 Topics in Literary Study (3 cr.)** Studies in individual authors, groups of authors, movements, themes, modes, or genres. Topic varies.

**ENG-L 433 Conversations with Shakespeare (3 cr.)** An interdisciplinary and intertextual study of Shakespeare's work and its influence to the present day. Students will

compare Shakespeare texts with latter day novels, plays, poems, and films that allude to or incorporate some aspect of Shakespeare's art.

**ENG-L 450 Seminar: British and American Authors (3 cr.)** Intensive study of a major author or a school, or closely-related authors.

**ENG-L 460 Seminar: Literary Form, Mode, and Theme (3 cr.)** Study of texts written in several historical periods united by a common mode or form (narrative, romanticism, lyric, etc.), or by a common theme (Bildungsroman, the city and the country, the two cultures question, the uses of literacy, etc.).

**ENG-L 495 Individual Reading in English (1-3 cr.)** P: Consent of instructor and department chair. May be repeated once for credit.

**ENG-L 553 Studies in Literature (3 cr.)** Variable topics at the graduate level related to the study of literature.

**ENG-W 105 Composition Lab (0-1 cr.)** A composition lab in which students will practice writing skills taught in ENG-W 131.

**ENG-W 131 Elementary Composition I (3 cr.)** Offers instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require summary, synthesis, analysis, and argument.

**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, evaluation of evidence, and documentation. Introduces both MLA and APA documentation styles.

**ENG-W 202 English Grammar Review (1 cr.)** Provides basic understanding of grammatical terms and principles sufficient to enable students to edit their own prose with confidence. No prior knowledge of grammar is assumed or required.

**ENG-W 203 Creative Writing (3 cr.)** P: Sophomore standing and consent of the instructor in advance of registration. Exploratory course in imaginative writing: fiction, poetry, and drama.

**ENG-W 231 Professional Writing Skills (3 cr.)** P: ENG-W 131. This course helps students in any field develop writing skills appropriate for situations and tasks encountered in workplace and organizational settings. Course assignments and activities emphasize the role of professional writing and the importance of developing professional writing skills, emphasizing documents done in the world of work, such as letters, memos, reports, proposals, etc. Credit will not be given for both ENG-W 231 and ENG-W 321.

**ENG-W 301 Writing Fiction (3 cr.)** P: Consent of instructor. Writing workshop. May be repeated once for credit.

**ENG-W 311 Creative Nonfiction (3 cr.)** P: completion of 100-level writing requirements. Study and practice of the essay utilizing creative writing techniques. Genres such as memoir, personal essay, nature essay, segmented essay, critical essay, and literary journalism will be studied.

**ENG-W 321 Advanced Technical Writing (3 cr.)** P: ENG-W 131. Instruction in preparing engineering and other technical proposals and reports, with an introduction to the use of graphics. Credit will not be given for both ENG-W 231 and ENG-W 321.

**ENG-W 331 Business and Administrative Writing (3 cr.)** P: ENG-W 131 or ENG-W 231 or consent of instructor. Emphasizes principles of business writing, such as audience analysis and adaptation, design and readability of written documents, stylistic analysis and control, persuasion, communicating negative news, and the ethics of communication. The course focuses on writing documents, such as challenging business letters and memos, proposals, and performance appraisals.

**ENG-W 350 Advanced Expository Writing (3 cr.)** P: Completion of English composition requirement. Close examination of assumptions, choices, and techniques that go into a student's own writing and into the writing of others.

**ENG-W 365 Theories and Practices of Editing (3 cr.)** P: ENG-W 131. Students examine the workplace roles of editors while developing their own editing skills. Topics include editorial practices, style, grammar, ethics, and resources for editing.

**ENG-W 368 Research Materials and Methods (3 cr.)** P: ENG-W 131. Introduction to information sources and research methods in English studies, textual studies, and digital humanities. Explores databases, concordances, bibliographies, archives, electronic text editing, text encoding and analysis, and other online and library sources. Emphasis on locating, analyzing, and evaluating relevant and credible sources as the basis for effective research.

**ENG-W 395 Individual Study of Writing (1-3 cr.)** P: Consent of instructor. Exercise in the study of written expression and communication in informative, persuasive, or imaginative writing. May be repeated once for credit.

**ENG-W 398 Internship in Writing (0-3 cr.)** P: Consent of instructor. Internship in the Writing Center, designated IU Kokomo offices, or other arranged settings. Focus on writing, the teaching of writing, and writing-related tasks. Apply during semester prior to desired internship.

**ENG-W 400 Issues in Teaching Writing (3 cr.)** Focuses on the content of rhetoric and composition and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional principles that influence writing instruction, textbook selection, and curriculum development.

**ENG-W 411 Directed Writing (1-3 cr.)** Individualized project assigned by instructor consenting to direct it. Individual critical projects worked out with director. Credit varies with scope of project.

**ENG-L 498 Internship in English (0-3 cr.)** P: Major standing, minimum GPA of 3.0, 12 credit hours in English at 200 level or above (including ENG-L 202), prior arrangement with faculty member or editor. Supervised experience in various English department positions, in editing, or in approved work setting. May be repeated once for a maximum of 6 credit hours; only 3 credit hours may count toward the major.

**ENG-W 512 Topics in English Studies (1-3 cr.)** Examines areas within the discipline of English Studies: rhetoric, composition, linguistics, literacy, technology, and literature. Topics vary.

### Fine Arts

**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.

**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.

**FINA-A 200 Topics in Art History (3 cr.)** Various topics in the history of art will be offered depending upon instructors and their area of expertise. May be repeated with a different topic for a maximum of 6 credit hours.

**FINA-A 333 From Van Eyck to Vermeer (3 cr.)** CASE S&H R: FINA-A 101, FINA-A 102, or consent of instructor. Survey of major artists and themes in Netherlandish painting from the fifteenth to the seventeenth century.

**FINA-A 340 Topics in Modern Art (3 cr.)** Special topics in the history and study of nineteenth and twentieth-century European and American art. May be repeated with different topics for a maximum of 6 credits.

**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 graphic tools and media.\*

**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, and casting, using wood, plaster, styrofoam, clay, etc.\*

**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.\*

**FINA-N 198 Introduction to Photography (3 cr.)** Basic practice of camera operation, exposure calculation, mounting, and presentation. Guidance toward a personal photographic aesthetic. Introduction to both film and digital photography for non-majors. Requires a camera that meets instructor specifications.\*

**FINA-P 490 Topics in Studio Fine Arts (1-6 cr.)** In-depth projects and studies of special studio art topics closely related to existing areas of concentration. May be repeated.\*

**FINA-S 200 Drawing I (3 cr.)** Preliminary course for advancement in drawing stressing basic visual awareness; seeing, representing, and technical command on a two dimensional surface. Problems in handling placement, scale, space, volume, light, and formal articulation.\*

**FINA-S 230 Painting I (3 cr.)** P: FINA-F 100, FINA-F 102, or consent of the instructor. Preliminary course for advancement in painting. Exploration of the technical

and visual aspects of color media. Emphasis on media command and structural problems in painting. Media: oil and acrylics.\*

**FINA-S 240 Basic Printmaking Media (3 cr.)** Introduction to printmaking. Emphasis on three basic media: intaglio, lithography, and silkscreen. Problems in pictorial composition and drawing. Study of the interrelationships of all graphic media.\*

**FINA-S 260 Ceramics I (3 cr.)** CASE A&H A limited introduction to hand-building, throwing, glaze mixing, and glaze application, including lectures on basic ceramic techniques. Critiques of student work.\*

**FINA-S 270 Sculpture I (3 cr.)** P: Foundation in basic technical and formal methods of traditional and contemporary sculpture. Use of tools and equipment for additive and subtractive techniques including wood construction, steel fabrication, clay modeling, plaster mold making and cold casting, and assemblage. Emphasis placed on technical execution, conceptualization, and creative problem solving.\*

**FINA-S 272 Studio in Objects, Time, and Space I (3 cr.)** Introduction to object making and sculptural theory in contemporary art. Explores visual and object-based outcomes for the use of sculpture in the modern world.\*

**FINA-S 280 Metalsmithing and Jewelry Design I (3 cr.)** CASE A&H P: FINA-S 101, FINA-S 102, or consent of instructor. Introductory course for exploring metalworking and jewelry design as a serious form of creative expression. Focuses on the basic techniques of piercing of metals, soldering, sheet metal construction, surface embellishment, mechanical joining, wire forming and forging, stretching of sheet metals, and various metal finishing techniques.\*

**FINA-S 301 Drawing II (3 cr.)** P: FINA-S 200. Intermediate course in drawing from the model and other sources. Emphasis on technical command of the media in conjunction with the development of a visual awareness. Continued problems in the articulation of space, scale, volume, value, and linear sensitivity. May be repeated once.\*

**FINA-S 331 Painting II (3 cr.)** P: FINA-S 230. 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.\*

**FINA-S 341 Printmaking II Intaglio (3 cr.)** Advanced study with emphasis on intaglio. Problems in pictorial composition and drawing stressed.\*

**FINA-S 343 Printmaking II Lithography (3 cr.)** Advanced study with emphasis on lithography. Problems in pictorial composition and drawing stressed.\*

**FINA-S 344 Printmaking II Silk Screen (3 cr.)** Advanced study with emphasis on silkscreen. Problems in pictorial composition, color, and collage design strategies stressed.\*

**FINA-S 351 Graphic Design II (3 cr.)** P: FINA-S 250 or NMCM-N 250. Further studies exploring design principles. Students utilize both hand and digital methods to solve

design problems creatively and effectively. Course includes typographic exploration.\*

**FINA-S 361 Ceramics II (3 cr.)** CASE A&H P: FINA-S 260. Continued practice in forming and glazing, with emphasis on wheel throwing, surface decoration, and kiln firing techniques. Instruction through lectures, demonstrations, and critiques. May be repeated once.\*

**FINA-S 371 Sculpture II: Studio in Objects, Time, and Space II (3 cr.)** Development of skills in both traditional and contemporary sculpture methodology. Rotating semester topics include figurative sculpture, casting, steel/wood construction, installation art, and ideas through the sculptural form and knowledge of materials and historical traditions. May be repeated once.\*

**FINA-S 381 Metalsmithing and Jewelry Design II (3 cr.)** CASE A&H P: FINA-S 280. Extensive designing and model making for exploring forms and ideas in metal and mixed media, either as jewelry, hollowware objects, flatware, tea strainers and infusers, boxes, or small-scale sculpture. Focus on techniques of angle raising, repoussé and chasing, forging of flatware, stone setting, and lost-wax casting, jewelry mechanisms, hinge making, and patination of metals. May be repeated for a maximum of 6 credit hours.\*

**FINA-S 431 Painting III (3 cr.)** P: FINA-S 331. Advanced course in painting. Continuation of FINA-S 331. May be repeated for a total of 20 credit hours.\*

**FINA-S 445 Relief Print Media (1-3 cr.)** P: FINA-S 240 or consent of instructor. Relief printmaking media: woodcut, linocut, monotype, and collograph. Students create prints in each medium in both black-and-white and color using a variety of traditional and innovative techniques such as photo and the computer. May be repeated for a total of 20 credit hours.\*

**FINA-S 471 Sculpture III (3 cr.)** P: FINA-S 270, FINA-S 371. Advanced work in sculpture for qualified students working in the chosen materials. The course focuses on the development of ideas as manifest in sculptural form.\*

**FINA-S 472 Sculpture IV (3 cr.)** P: FINA-S 270, FINA-S 371, FINA-S 471. Production of a body of work reflecting the student's specific interests. Students meet independently with professor and in group critiques to maintain a dialogue and provide technical advice.\*

**FINA-S 481 Metalsmithing and Jewelry Design III (arr. cr.)** P: FINA-S 381. Improves and expands knowledge and skill in metalsmithing and jewelry design. Guidance toward developing a personal direction of creative expression, artistic aesthetic, and art philosophy. Advanced techniques include large-scale vessel forming from sheet metal, large-scale soldering, die forming, jewelry mechanisms, chain making, chasing and repoussé, enameling, stone cutting, PNP etching, and working with alternative materials. May be repeated for a total of 20 credit hours.\*

**FINA-T 320 Video Art (3 cr.)** Exploration of the medium of video as an aesthetic expression. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of video camera and digital editing procedures in conjunction

with development of a visual sensitivity. Readings and a research project are required.\*

**FINA-U 200 Digital Art (3 cr.)** Introduction to digital art will cover a variety of digital means for the creation of art work and design work. Photoshop, Illustrator, Flash, Dreamweaver, and digital audio will be introduced and examined in projects designed to create a familiarity with the digital work flow, storage and output. This course is cross-listed with NMCM-N 200.\*

**FINA-U 301 Special Topics in Studio Art (1-3 cr.)**

Selected intermediate-level topics not ordinarily covered in other studio art courses. May be repeated once with a different topic for a maximum of 6 credit hours.

**FINA-U 400 Sources and Resources: Professional Skills in Fine Arts (1-3 cr.)** P: BFA major or advanced BA studio art major. Focuses on both personal and cultural issues in aesthetics and on building professional skills for careers in art. Seminar format will be structured to foster individual growth and insight in understanding both conceptual and practical concerns of choosing to be an artist.\*

**FINA-U 401 Special Topics in Studio Art (1 cr.)**

Selected topics in studio art not ordinarily covered in other departmental courses. May be repeated once with a different topic.\*

**FINA-U 450 Independent Studio Projects (1 cr.)**

Individual studio projects under guidance of faculty member or committee. Does not fulfill a specific course requirement for a fine arts major.\*

**Folklore**

**FOLK-F 101 Introduction to Folklore (3 cr.)** A view of the main forms and varieties of folklore and folk expression in tales, ballads, myth, legends, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in human society.

**French**

**FREN-F 111 Elementary French I (4 cr.)** Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

**FREN-F 112 Elementary French II (3 cr.)** P: FREN-F111 or equivalent. Continuation of FREN-F111. Drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary. Includes elements of French culture.

**FREN-F 203 Second Year French I (3 cr.)** P: FREN-F 112 or equivalent. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

**FREN-F 204 Second Year French II (3 cr.)** P: FREN-F 203 or equivalent. Continuation of FREN-F 203. Composition, conversation, and grammar coordinated with the study of expository and literary texts.

**German**

**GER-G 111 Elementary German I (4 cr.)** Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

**GER-G 112 Elementary German II (4 cr.)** P: GER-G 111 or equivalent. Continuation of GER-G 111. Intensive introduction to present-day German with drills for mastery of reading, phonology, basic structural patterns, and functional vocabulary.

**GER-G 203 Second Year German I (3 cr.)** P: GER-G 112 or equivalent. Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

**GER-G 204 Second Year German II (3 cr.)** P: GER-G 203 or equivalent. Continuation of GER-G203 Intensive review of important structural problems and vocabulary primarily through the reading and discussion of modern German fiction and nonfiction.

**GER-G 306 Introduction to German Literature (3 cr.)** P: GER-G 204 or equivalent. Study of a single literary theme (such as music, generational conflict, love, revolution) as represented in two or more periods. Conducted in German.

**GER-G 363 Introduction to German Cultural History (3 cr.)** P: GER-G 204 or equivalent. A survey of the cultural history of German-speaking countries, with reference to its social, economic, and political context.

**Humanities**

**HUMA-U 101 Introduction to Humanities (3 cr.)** This course provides the student with multiple opportunities to experience Shakespeare's 400-year-old classic drama. This class will feature a series of filmed performances of various actors playing Hamlet. Students will explore the playwright's use of verse through various drama and speech activities and will analyze and perform a soliloquy.

**HUMA-U 102 Introduction to Modern Humanities: The Live Performances (3 cr.)** This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

**HUMA-U 103 Introduction to Creative Arts (3 cr.)** An interdisciplinary course that brings together music, art, dance, theatre, cinema, and storytelling into a cohesive, comprehensive, and thematic study of the interrelationships of the fine arts.

**HUMA-U 305 Art and Music in the 20th Century (3 cr.)** This course will explore the similarities of artistic movements in the 20th century, starting with the Impressionism of Monet and Debussy through the Minimalism of Robert Morris and Philip Glass.

**Journalism**

**JOUR-C 200 Introduction to Mass Communications (3 cr.)** Survey of functions, responsibilities, and influence of various mass communications media. Directed toward the consumer and critic of mass media in modern society.

**JOUR-J 200 Writing for Mass Media (3 cr.)** P: ENG-W 131. Working seminar stressing principles of writing for mass media. Emphasis on development of story ideas, information gathering, organization, and effective

presentation of material for various news media; print and electronic. Basics of computer proficiency introduced.

### Music

**MUS-M 174 Appreciation of Music I (3 cr.)** How to listen to music, art of music and its materials, instrument and musical forms.

**MUS-T 109 Rudiments of Music (3 cr.)** Entry level class for students interested in how music works. The class deals with the fundamentals of notation, ear training, and music reading. Melody and harmony are explored.

**MUS-U 110 Special Topics in Music (2 cr.)** Various topics from semester to semester.

**MUS-X 001 Ensemble Singing - The IU Kokomo Singers (2 cr.)** This course may be taken for up to 8 credit hours of elective credit toward an arts and sciences degree.

**MUS-X 004 Ensemble Lab (1 cr.)** Audition required. Student must register for MUS-X 001, IUK Singers. This course will focus on vocal proficiency, pronunciation and performance style. May be repeated twice for credit.

**MUS-X 040 Instrumental Ensemble: Band (1-2 cr.)** This course may be taken for up to 8 credit hours with different topics. Topics currently in use: Band (2 cr.) and Handbells (1 cr.).

**MUS-X 070 University Choral Ensemble (2 cr.)** Course requires an audition.

**MUS-Z 111 Introduction to Music Theory (3 cr.)** A study of fundamentals of the language and notation of music: listening, music reading and writing, and the elements of music as used in a variety of genres and historical periods. Open to non-music majors and students in the School of Music interested in a general background in music.

**MUS-Z 201 History of Rock 'n' Roll Music (3 cr.)** A history and appreciation of rock's classic era. The course begins with the 1964 British Invasion, which signaled the arrival of rock's second generation. Examines the major musical figures and social issues (civil rights struggle, the war in Vietnam) of the 1960s.

**MUS-Z 301 Rock Music in the 70s and 80s (3 cr.)** A lecture-oriented course that covers the history of rock 'n' roll in the 1970s and 1980s. The post-Sgt. Pepper "splintering" of rock and ensuing style changes are highlighted.

**MUS-Z 315 Music for Film (3 cr.)** P: CMLT-C 190, Introduction to Film. A stylistic and analytic survey of music for moving pictures, concentrating on American and English narrative films.

**MUS-Z 373 The American Musical: Context and Development (3 cr.)** The origins of the American Musical: its societal impact and its development from vaudeville and European operetta to the rock musicals of today.

**MUS-Z 393 History of Jazz (3 cr.)** Periods, major performers and composers, trends, influences, stylistic features, and related materials. For non-music majors only.

### New Media Communication

**NMCM-N 200 Digital Art (3 cr.)** Introduction to digital art will cover a variety of digital means for the creation of

art work and design work. Photoshop, Illustrator, Flash, Dreamweaver, and digital audio will be introduced and examined in projects designed to create a familiarity with the digital work flow, storage and output. This course is cross-listed with FINA-U 200.\*

**NMCM-N 201 Introduction to New Media Communication (3 cr.)** P: ENG-W 131. This course is an introduction to New Media Communication. Through readings and projects, students learn basic principles of web sites and other online communication, focusing on creating content, developing designs, and producing graphics. Particular attention is paid to learning web site creation and management software.\*

**NMCM-N 210 Visual Communication (3 cr.)** P: ENG W-131. This course looks at the visual aspects of print and electronic communication. It deals with issues of page design, visuals and other graphics, from practical, historical, and theoretical perspectives. Students will produce visual designs, including flyers and brochures.\*

**NMCM-N 213 Web Site Design and Development (3 cr.)** This course introduces web site design and development covering high level concerns along with hands-on activities. Topics range from infrastructure and page design to XHTML and Javascript.\*

**NMCM-N 215 Studio in Digital Media I (3 cr.)** Introductory work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.\*

**NMCM-N 220 Introduction to Business Website Design (3 cr.)** Focuses on the design and creation of websites for small businesses and nonprofit organizations. Still will be able to make their own basic business and nonprofit websites. No prior website creation experience is needed. Primarily intended for non-majors.

**NMCM-N 231 Introduction to Video Game Design (3 cr.)** Introduces video game design, including game concept, scripting, and development.\*

**NMCM-N 245 Introduction to Website Design Principles and Practices (3 cr.)** P: INFO-I 213, NMCM-N 213 or permission from the instructor. Teaches basic principles of web design and gives students practice creating sites using these principles and common website creation tools. Students will become comfortable using professional tools to create websites.\*

**NMCM-N 250 Graphic Design I (3 cr.)** Emphasis on visual communication through the perceptive use of line, form, and color. Elementary study of letter forms and typography. Introduction to basic tools, drawing disciplines of graphic design, and computer graphics.\*

**NMCM-N 255 History of Graphic Design (3 cr.)** Explore how the technologies used in graphic design have evolved as well as consequences of those changes for designers.

**NMCM-N 260 Video Production Practicum (3 cr.)** Students will receive hands-on instruction in a production lab setting. Gain experience in field and studio camera operation. Camera techniques, video editing, and related production software.\*

**NMCM-N 261 ActionScript 3 Programming (3 cr.)** Introduction to Action Script programming for Flash. Students will use technology to create artwork, design,

games, databases interfaces, web interfaces, and others. Basic skills for further study of JAVA, Objective C, C++, and others.\*

**NMCM-N 262 Intro to Web Scripting (3 cr.)** This course introduces students to fundamental programming concepts and techniques. Students will develop a solid foundation that can be used to learn other programming languages. Using the JavaScript programming language as a basis for instruction, this course focuses on client-side Web programming and teaches students how to create highly dynamic and interactive Web pages.\*

**NMCM-N 281 Honors Study in Beginning New Media Communication (1-3 cr.)** P: consent of the instructor. For outstanding students, in place of a 200-level course in New Media Communication. Meets concurrently with course it replaces. May be repeated once with a different course.

**NMCM-N 298 Intermediate Photography (3 cr.)** This course uses more advance photography techniques including compositional strategies for shooting individuals and groups of people, lighting techniques using natural and off-camera strobe light and editing workflow using the latest versions of Lightroom and Photoshop. Special attention will also be paid to journalism or documentary photography.

**NMCM-N 301 Advanced Web Layout and Design (3 cr.)** P: NMCM-N 201 and either NMCM-N 213 or INFO-I 213, or consent of instructor. Focuses on using advanced CSS techniques and advanced features of web design software (such as Dreamweaver) to produce attractive, professional-level websites.\*

**NMCM-N 310 Advanced Visual Design (3 cr.)** P: NMCM-N 200 and NMCM-N 210 or consent of instructor. Focuses on learning and applying advanced principles of various aspects of visual design, including typography, layout (including grid theory), color, and theme. Students learn to produce professional quality brochures, advertisements, flyers, posters, logos, and other visual designs.\*

**NMCM-N 311 Evolution of New Media Communication (3 cr.)** P: ENG-W 131. This course examines how new media communication has evolved throughout history, examining the impact of the development of various media on society, ranging from the invention of writing to the development of a computer networked society. Students will develop a critical understanding of media of the past, present, and future.\*

**NMCM-N 312 Digital Illustration (3 cr.)** Course explores basic development of digital illustrations for use in graphic design.\*

**NMCM-N 315 Web Usability and Information Architecture (3 cr.)** P: ENG-W 131. This course covers designing professional web sites. It focuses on learning principles to make web sites both well-structured and usable. Activities include web site analysis, design, and usability testing.\*

**NMCM-N 320 Video Production (3 cr.)** Exploration of the medium of video as an aesthetic expression. Time and sound are elements incorporated into visual composition's traditional concerns. Emphasis on technical command of video camera and digital editing procedures in conjunction

with development of a visual sensitivity. Readings and a research project are required.\*

**NMCM-N 330 Studio in Digital Media II (3 cr.)** Intermediate work in the use of digital media tools, including video, animation, image manipulation, and digital illustration in the creation of art.\*

**NMCM-N 345 Intermedia Website Design Principles and Practice (3 cr.)** P: NMCM-N 245 or permission of instructor. Teaches intermediate principles of web design and gives students practice creating sites using these principles and common website creation tools. Students should learn to produce professional-quality websites.\*

**NMCM-N 351 Cyberculture and Community (3 cr.)** The rise of new media communication technology has altered stretches of our social landscape. This course explores how emerging technologies form new types of social networks while also changing the rules of communication in existing social units.\*

**NMCM-N 360 Adv. Video Prod Prac (3 cr.)** Students will take a leadership role in the video production process and coordinate the development of a program. They will also gain additional video production experience.\*

**NMCM-N 361 Graphic Design II (3 cr.)** P: NMCM-N 250. Further studies exploring design principles. Students utilize both hand and digital methods to solve design problems creatively and effectively. Course includes typographic exploration.\*

**NMCM-N 362 Server-side Web Programming Using PHP (3 cr.)** This course discusses server-side Web programming using the PHP programming language. Through a detailed discussion of PHP programming fundamentals, students will develop a comprehensive understanding of the server-side aspects of developing interactive Web applications using the PHP programming language. This course also offers an introductory overview of interfacing web applications with relational databases. Students are expected to develop real-world server-side Web applications with MySQL database connectivity.\*

**NMCM-N 365 Type in Motion (3 cr.)** Learn to create motion typography for traditional domains, such as movies & television, along with interactive interfaces such as web sites & information kiosks.\*

**NMCM-N 370 Animation For Integrated Media (3 cr.)** Images and animation converge to develop an animated sequence. Using text, graphics and sound, students will create animation and visualizations. Photoshop and illustrator plus Flash will be used in addition to traditional methods for creating animations.\*

**NMCM-N 371 Identity Design & Branding (3 cr.)** Teaches how to create a visual identity that communicates the essential qualities desired by the particular business.\*

**NMCM-N 372 Graphic Design Prod & Prac (3 cr.)** This course focuses on the interaction graphic designers have with clients & printers. professional graphic design skills.\*

**NMCM-N 381 Honors Study in Intermediate New Media Communication (1-3 cr.)** P: consent of the instructor. For outstanding students, in place of a 300-level course in New Media Communication. Meets concurrently with

course it replaces. May be repeated once with a different course.\*

**NMCM-N 391 Seminar (1-8 cr.)** P: consent of the instructor. Topics announced in prior semester. Oriented toward current topics in new media communication; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours.

**NMCM-N 395 Independent Study in New Media Communication (1-3 cr.)** P: consent of the Instructor and Department Chair. May be repeated once for credit.

**NMCM-N 398 Internship in New Media Communication (1-6 cr.)** P: Consent of the instructor. Internship focusing on producing and managing new media communication projects. Apply during semester prior to desired internship. Must represent a minimum of 45 hours of experience per credit hour. May be repeated once for credit, but no more than 6 credits total may be earned.

**NMCM-N 401 Senior Seminar (1-3 cr.)** P: Junior or Senior Status or approval of instructor. Senior experience for New Media Communication students. Meets concurrently with ENG-L 495 and SPCH-C 398.

**NMCM-N 410 Publication & Editorial Design (3 cr.)** Despite the rise of the Internet, downloadable .PDF and .ps files, the eBook and microfilm, the basic book of ink and paper is still the main conveyor of written information in the 21st century. It is important for a designer's success to have a basic understanding of the structure of a book and the various problems encountered when designing one.\*

**NMCM-N 411 New Media Communication Theory (3 cr.)** P: ENG-W 131. This course examines various theories of new media communication and its effects on the world. Theories of design, criticism and computer-mediated communication will be explored. After taking this course, students should be able to critique new media and their societal effects.

**NMCM-N 445 Advanced Website Design Principles and Practice (3 cr.)** : NMCM-N 345 or permission of instructor. Teaches advanced principles of web design and gives students practice creating sites using these principles and common website creation tools. Students will produce high-quality, professional level website.\*

**NMCM-N 481 Honors Study in Advanced New Media Communication (1-3 cr.)** P: consent of the instructor. For outstanding students, in place of a 400-level course in New Media Communication. Meets concurrently with course it replaces. May be repeated once with a different course.

### Philosophy

**PHIL-P 100 Introduction to Philosophy (3 cr.)** Perennial problems of philosophy, including problems in ethics, in epistemology and metaphysics, and in the philosophy of religion. Readings in selected writings of philosophers from Plato to the present.

**PHIL-P 105 Critical Thinking (3 cr.)** Basic rules of correct reasoning; roles of definitions and language in thinking; roles of observation, hypothesis and theory in knowledge

and basic techniques for gather information, testing and evaluating arguments for truth and problem solving.

**PHIL-P 140 Elementary 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).

**PHIL-P 145 Introduction to Social and Political Philosophy (3 cr.)** Fundamental problems of social and political philosophy: the nature of the state, political obligation, freedom and liberty, quality, justice, rights, social change, revolution, and community. Readings from classical and contemporary sources.

**PHIL-P 150 Elementary Logic (3 cr.)** Development of critical tools for the evaluation of arguments.

**PHIL-P 242 Applied Ethics (3 cr.)** Application of moral theory to a variety of personal, social, and political contexts, such as world hunger, nuclear weapons, social justice, life and death decisions, and problems in medical ethics.

**PHIL-P 304 Nineteenth-Century Philosophy (3 cr.)** Selected survey of post-Kantian philosophy, including Hegel, Marx, Kierkegaard, and Mill.

**PHIL-P 311 Environmental Ethics (3 cr.)** Selective survey of philosophical problems concerning environmental ethics. Topics may include defining environment, different approaches to the study of environmental ethics, determining the value of environment, issues of preservation and sustainability and the relationship between human social issues and environmental values.

**PHIL-P 335 Phenomenology and Existentialism (3 cr.)** P: 3 credit hours of philosophy. Selective survey of central themes in nineteenth- and twentieth- century phenomenology and existentialism. Readings from some or all of Heidegger, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, Beauvoir, and Sartre.

**PHIL-P 342 Problems in Ethics (3 cr.)** May concentrate on a single large problem, e.g., whether utilitarianism is an adequate ethical theory, or several more or less independent problems, e.g., the nature of goodness, the relation of good to ought, the objectivity of moral judgments.

**PHIL-P 345 Problems in Social and Political Philosophy (3 cr.)** Problems of contemporary relevance: civil disobedience, participatory democracy, conscience and authority, law and morality.

**PHIL-P 346 Classics in Philosophy of Art (3 cr.)** P: 3 cr. of Philosophy. Readings from Plato and Aristotle to Nietzsche and Dewey. Topics include the definition of art, the nature of beauty, and art and society.

**PHIL-P 360 Introduction to Philosophy of Mind (3 cr.)** Selected topics from among the following: the nature of mental phenomena (e.g., thinking, volition, perception, emotion); the mind-body problem (e.g., dualism, behaviorism, functionalism); connections to cognitive science issues in psychology, linguistics, and artificial intelligence; computational theories of mind.

**PHIL-P 371 Philosophy of Religion (3 cr.)** Topics include the nature of religion, religious experience, the

status of claims of religious knowledge, the nature and existence of God.

**PHIL-P 375 Philosophy of Law (3 cr.)** Selective survey of philosophical problems concerning law and the legal system. Topics include nature and validity of law, morality and law, legal obligation, judicial decision, rights, justice, responsibility, and punishment.

**PHIL-P 383 Topics in Philosophy (3 cr.)** An advanced study of special, experimental, or timely topics drawn from the full range of philosophical discussion and designed to pursue interests unmet in the regular curriculum.

### Religion

**REL-R 152 Introduction to Religions of the West (3 cr.)** Origins, development, institutions, beliefs, and current status.

**REL-R 153 Introduction to Religions of the East (3 cr.)** Human ideas and value systems in the religions of India, China, and Japan.

**REL-R 212 Comparative Religions (3 cr.)** Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions.

**REL-R 233 Introduction to the Hebrew Bible (Old Testament) (3 cr.)** A critical examination of the literary, political, cultural, and religious history of Israel from the period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible.

**REL-R 243 Introduction to the New Testament (3 cr.)** An examination of the history, culture, and literature of the New Testament period, with special emphasis on the emergence of early Christian beliefs.

### Spanish

**SPAN-S 111 Elementary Spanish I (4 cr.)** Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

**SPAN-S 112 Elementary Spanish II (4 cr.)** P: SPAN S111 or equivalent. Continuation of SPAN S111. Intensive introduction to present-day Spanish, with drills for mastery or phonology, basic structural patterns, and functional vocabulary.

**SPAN-S 160 Spanish for Health Care Personnel (3 cr.)** This course examines the approach to attending live performances including opera, symphony, theatre, and dance. Topics include protocol and traditions of the audience, criteria for critical listening, and discrimination of basic elements of performance. Students will attend live performances, engage in discussions of performances by genre, and develop critical listening skills.

**SPAN-S 203 Second-Year Spanish I (3 cr.)** P: SPAN-S 112 or equivalent. Intensive drill reviewing important structural and vocabulary problems, coordinated with literary readings.

**SPAN-S 204 Second-Year Spanish II (3 cr.)** P: SPAN-S 203 or equivalent. Continuation of SPAN S203. Discussions in Spanish of contemporary Spanish literature. Practice in composition both semesters.

**SPAN-S 275 Hispanic Culture and Conversation (3 cr.)** Practice of language skills through reading and discussion of Hispanic culture. Discusses facets of popular culture, diversity of the Spanish speaking world, and themes of social and political importance. Prior knowledge of Spanish not required.

**SPAN-S 311 Spanish Grammar (3 cr.)** P: SPAN-S 204 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 controlled compositions based on a reading assignment and class discussion in Spanish. Sentence exercises will be corrected and discussed in class.

**SPAN-S 312 Written Composition in Spanish (3 cr.)** P: SPAN-S 204 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.

**SPAN-S 317 Spanish Conversation and Diction (3 cr.)** P: SPAN-S 204 or equivalent. Practice of conversation in Spanish with emphasis on pronunciation, vocabulary development, and fluency.

**SPAN-S 325 Spanish for Teachers (3-4 cr.)**

**SPAN-S 360 Introduction to Hispanic Literature (3 cr.)** Study of literature in Spanish.

### Speech

**SPCH-C 205 Introduction to Oral Interpretation (3 cr.)** Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs. Lecture and recitation.

**SPCH-C 281 Topics in Nonverbal Communication (1-3 cr.)** Explores the basic theories of nonverbal behavior and experientially focuses on the ways in which nonverbal codes combine and interact to satisfy important communication functions. May be repeated under different topics up to a total of 6 credit hours.

**SPCH-C 300 Practicum (0-8 cr.)** Practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the department. Must represent a minimum of 40 hours of practical experience per credit hour. A student shall take no more than a total of 9 credit hours of SPCH-C 300 and SPCH-S 398.

**SPCH-C 305 Advanced Oral Interpretation (3 cr.)** Continuation of SPCH-C 205.

**SPCH-C 310 Rhetoric and Public Address (3 cr.)** P: SPCH-S 121 or equivalent. Development of theory of oral discourse; the influence of public address; historical and current problems in rhetoric of conflict, in freedom of speech, and in propaganda and persuasion. Lectures and oral reports.

**SPCH-C 321 Persuasion (3 cr.)** P: SPCH-S 121 or equivalent. Motivational appeals in influencing behavior, psychological factors in speaker-audience relationship,

principles and practice of persuasive speaking. Lecture and recitation.

**SPCH-C 325 Interviewing Principles and Practices (3 cr.)** P: SPCH-S 121 or equivalent. Study and practice of methods used in business and industrial interviews, emphasis on the logical and psychological bases for the exchange of information-attitudes. Lecture and recitation.

**SPCH-C 330 Diffusion of Innovations (3 cr.)** This course will explore the process by which disruptive technologies become adopted within cultures. Three major themes will be explored: development of innovations, manner in which innovations become adopted, and the consequences of innovations on individuals, organizations, and cultures.

**SPCH-C 380 Organizational Communication (3 cr.)** The application of communication theory and research to the study of communication within the formal organization. Communication behavior is examined in a variety of organizational settings: interpersonal, small group, and inter-organizational units.

**SPCH-C 391 Topics Course (1-8 cr.)** Current topics in use include: **Seminar** (1–3 cr.) P: consent of instructor. Topic announced in prior semester; oriented to current topics in communication and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated up to a total of 8 credit hours. Topics currently in use are: **Public Relations Campaigns** (1–3 cr.) This course teaches students public relations theories, methods, and practice. Working in teams, students design and place three media messages for community-based public relations clients; **Organizational Training and Development** (3 cr.) Provides experience in the design, development, presentation, and evaluation of instructional communication training programs.

**SPCH-C 393 Communication Research Methods (3 cr.)** P: ENG-W 131 This course explores major research methods used by communication scholars, including experimental research, survey research, textual analysis, and ethnography. Students learn how to interpret, evaluate and propose research.

**SPCH-C 437 Creative Dramatics (3 cr.)** Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of stimulating the child to imaginative creation of drama with the materials of poetry, stories, choral readings, and music.

**SPCH-C 444 Political Communication (3 cr.)** Examination of communication in political campaigns and social movements. Campaign topics include speech-making, advertising, news coverage, and debates. Case studies in social movements, including anti-war, civil rights, feminism, and others.

**SPCH-S 121 Public Speaking (3 cr.)** Theory and practice of public speaking; training in thought processes necessary to organize speech content, personality, components of effective delivery, and language.

**SPCH-S 122 Interpersonal Communication (3 cr.)** Practical consideration of spontaneous human interaction in face-to-face situations. Special attention to perception, language, and attitudes, in dyads and small groups.

**SPCH-S 130 Public Speaking, Honors (3 cr.)** For outstanding students, in place of SPCH-S 121.

**SPCH-S 201 Communicating in Public (3 cr.)** R: SPCH-S 121. Theory and advanced practice of public speaking. Designed primarily for, but not limited to, majors in communication-related fields.

**SPCH-S 205 Introduction to Speech Communication (3 cr.)** Overview of the theories and principles of effective communication in interpersonal, group, organizational, and public settings.

**SPCH-S 223 Business and Professional Speaking (3 cr.)** P: SPCH-S 121. Preparation and presentation of types of speeches and oral reports appropriate to business and professional occupations; group discussion and parliamentary procedures.

**SPCH-S 229 Discussion and Group Methods (3 cr.)** Leadership and participation in group, committee, conference, and public discussion; logical and psychological aspects of group process.

**SPCH-S 233 Introduction to Public Relations (3 cr.)** A survey of the historical antecedents and contemporary practice of public relations in the U.S. Emphasis is on the nature of day-to-day tasks and the communication responsibility of public relations practitioners in a variety of professional settings.

**SPCH-S 301 Rhetoric and Society (3 cr.)** This course examines the impact of verbal and nonverbal symbol systems on communities and cultures. Students explore the way in which meaning is created, maintained, affirmed or altered across time and periods of social change. Although the topic and focus of the class varies from semester to semester, this course emphasizes the process by which communication systems may transform users or be transformed by users over time.

**SPCH-S 322 Advanced Interpersonal Communication (3 cr.)** P: SPCH-S 122. 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.

**SPCH-S 323 Speech Composition (3 cr.)** R: SPCH-S 121 and either SPCH-S 223 or SPCH-S 229. Advanced speechwriting; theories of style, written and spoken language; logical proofs; and emotional and ethical appeals. Practice in composition and delivery.

**SPCH-S 333 Public Relations (3 cr.)** Principles of contemporary public relations, including ethics of public relations; impact on society; and uses by government, business, and social institutions for international and external communication. Public relations as a problem solving process utilizing theoretical and application strategies.

**SPCH-S 336 Current Topics in Communication (3 cr.)** Extensive analysis of selected problems in contemporary speech communication. Topics vary each semester and are listed in the Schedule of Classes. May be repeated once for credit.

**SPCH-S 398 Independent Study in Speech Communication (1-6 cr.)** P: junior standing and approval of instructor. Independent study or practicum experience. Projects must be approved by faculty member before enrolling. May be repeated up to a total of 6 credit hours.

**SPCH-S 427 Cross-Cultural Communication (3 cr.)**

A survey study of national, cultural, and cross-cultural persuasion in theory and practice.

**SPCH-S 440 Organizational Communication (3 cr.)**

Examination of internal and external communication in business and other professional organizations, with emphasis on theory, techniques, practices, goals, and the social environment in which such communication exists.

**Telecommunications**

**TEL-R 309 Television Production (3 cr.)** Introduction to the production process in the studio and in the field.

**TEL-R 407 Field Television Production (3 cr.)** P: TEL-R 309 and consent of instructor. Planning, writing, producing, and editing program inserts and segments for television using portable video equipment.

**TEL-R 424 Advanced Production Workshop (3 cr.)**

P: TEL-R 407 or TEL-R 409 or consent of instructor. Advanced production techniques in a specialized area. The topics will cover advanced theory and concepts that build upon lower-level video production courses. May be repeated once with different topic.

**TEL-T 283 Introduction to Production Techniques and Practices (3 cr.)** Introduction to audio, field, and studio production bridges the theoretical and practical aspects of production through written hands-on exercises.

**TEL-T 337 Video Field Production (3 cr.)** P: TEL-T 283 or TEL-R 309. Advanced course in video production. Students will apply their knowledge of visual aesthetics, production, and communication to produce a corporate video campaign.

**Theatre**

**THTR-C 130 Introduction to Theatre (3 cr.)** An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form; elements of dramatic construction.

**THTR-C 300 Practicum (1-8 cr.)** Practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the department. Must represent a minimum of 45 hours of practical experience per credit hour.

**THTR-C 437 Creative Dramatics (3 cr.)** Laboratory course in informal dramatics that emphasizes the child rather than the production; includes methods of simulating the child to imaginative creation of drama with the materials of poetry, stories, choral reading, and more.

**THTR-T 120 Acting I (3 cr.)** Introduction to theories, methodology and skills; body movement, voice and diction, observations, concentration, imagination. Emphasis on improvisation exercises.

**THTR-T 149 Introductory Speech and Theatre Practicum (1-2 cr.)** Introductory directed projects in speech and theatre.

**THTR-T 220 Acting II (3 cr.)** P: THTR-T 120 or consent of instructor. Textual analysis and techniques of communicating with body and voice. Study and

performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas.

**THTR-T 226 Readers Theatre I (3 cr.)** Exploration of theory and techniques. Practical experience materials; fiction and nonfiction, poetry, prose, dramatic dialogue.

**THTR-T 236 Readers Theatre I (3 cr.)** Exploration of theory and techniques. Practical experience with a variety of materials: fiction and nonfiction, poetry, prose, dramatic dialogue.

**THTR-T 245 Living Theatre (1-2 cr.)** Attendance at eight selected productions in the community during the semester, lecture and discussion of each production, short written analyses, and term paper. No withdrawal permitted after second week of class. For 1 credit hour: attend lectures and productions. For 2 credit hours: complete course as described. May be repeated for a maximum of 4 credit hours.

**THTR-T 320 Acting III (3 cr.)** P: THTR-T 220 and audition. Character analysis and use of language on stage. Study and performance of characters in scenes from Shakespeare and modern realistic and nonrealistic dramas. Lecture and laboratory.

**THTR-T 336 Readers Theatre II (3 cr.)** Continued practice in Readers Theatre. Development of one or more productions.

**THTR-T 345 Theatre for Children (3 cr.)** Purposes, principles, and problems of staging plays for children.

**THTR-T 349 Speech and Theatre Practicum (1-2 cr.)** Directed projects in speaker's bureau, rhetorical research, theatre practice, and other projects connected with production and events in process. Project plans, report, and term paper required. May be repeated for a maximum of 9 credit hours.

**Sociology, History, and Political Science Anthropology**

**ANTH-A 103 Human Origins and Prehistory (3 cr.)** Humans, their biological evolution, and their archaeological history through stone and metal ages.

**ANTH-A 104 Culture and Society (3 cr.)** Every semester. Introduction to the comparative study of contemporary human cultures and social processes that influence behavior.

**ANTH-E 329 Indians in the U.S. in the Twentieth (3 cr.)** Position of the American Indian as an ethnic minority, including health, education, economy, and political consideration of proposals to change the Indian's status.

**ANTH-E 445 Medical Anthropology (3 cr.)** 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.

**ANTH-E 455 Anthropology of Religion (3 cr.)** Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of the anthropology of religion.

**ANTH-P 360 Prehistory of North America (3 cr.)** Introduction to antiquity of the American Indian, principal

culture areas, and field methods and techniques incident to recovery of archaeological data and materials.

### History

#### **HIST-A 314 United States History, 1917-1945 (3 cr.)**

R: HIST-H 106 or completion of 56 credit hours. Political, demographic, economic, and intellectual transformations. 1917-1945: World War I, the twenties, the depression, the New Deal, World War II.

#### **HIST-A 315 United States Since World War Two (3 cr.)**

R: HIST-H 106 or completion of 56 credit hours. Alternate years. Political, demographic, economic, and intellectual transformations. 1945-present: the cold war, problems of contemporary America.

**HIST-A 333 History of Indiana I (3 cr.)** I: The course deals with the development of a midwestern state, with emphasis on the French and British periods; the West in the American Revolution; the transition from territory to state; political, economic, and cultural patterns; and the sectional crisis.

**HIST-A 334 History of Indiana II (3 cr.)** The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

**HIST-A 375 Crime and Punishment in American History (3 cr.)** R: HIST-H 106 or completion of 56 credit hours. Alternate years. This course focuses on the history of crime and punishment in the 20th-century United States.

**HIST-A 382 The Sixties (3 cr.)** R: HIST-H 106 or completion of 56 credit hours. Alternate years. This course focuses on the history of the United States during the 1960s and the political change and dissent; rights movements; United States foreign policy and the conflict in Vietnam; gender, exploitation, and legal change that occurred. It addresses a variety of topics, including; and the increasing diversity of expression in social values and cultural practices.

**HIST-B 361 Europe in the Twentieth Century I (3 cr.)** Economic, social, political, and military-diplomatic developments, 1900 to present. I: 1900-1930: origins, impact, and consequences of World War I; peacemaking; postwar problems; international communism and fascism; the Great Depression.

**HIST-B 362 Europe in the Twentieth Century II (3 cr.)** 1930-present: Depression politics; crisis of democracy; German national socialism; World War II; Cold War; postwar reconstruction and recovery.

**HIST-D 410 Russian Revolutions and Soviet Regime (3 cr.)** Alternate years. Causes and development of Russian revolutions and civil war; Lenin, Trotsky, and Stalin; purges, terror, economic development, society, and arts under Stalin; struggle against Hitler; scope and limits of de-Stalinization under Khrushchev; minorities; dissent, and life in the former Soviet Union today.

**HIST-H 105 American History I (3 cr.)** Every semester. I: colonial period, revolution, confederation and constitution, national period to 1865.

**HIST-H 106 American History II (3 cr.)** Every semester. 1865 to present. Evolution of American society: political,

economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

#### **HIST-H 113 History of Western Civilization I (3 cr.)**

Every semester. I: Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism; and national monarchies.

#### **HIST-H 114 History of Western Civilization II (3 cr.)**

Every semester. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, and world wars.

**HIST-H 425 Topics in History (1-3 cr.)** Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary; but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

#### **HIST-H 495 Individual Readings in History (arr. cr.)**

Every semester (undergraduate). P: consent of instructor.

**HIST-H 496 Internship in History (arr. cr.)** Every semester (undergraduate). P: consent of instructor

### Political Science

#### **POLS-Y 103 Introduction to American Politics (3 cr.)**

Every semester. Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

#### **POLS-Y 215 Introduction to Political Theory (3 cr.)**

Every three semesters. An introduction to major ideas and theories in Western political thought, including theories of democracy and the analysis of conflict and cooperation. The course also addresses the attempts made by prominent political philosophers – from Aristotle and Plato to Locke, Marx, and Rawls – to understand and describe the nature of politics.

#### **POLS-Y 217 Introduction to Comparative Politics (3 cr.)**

Every three semesters. A course that introduces students to the major political systems of the world. Students will study systems within Western and non-Western countries. Comparisons will include executive and legislative structures, elections, political parties, interest groups and key areas of public policy. Not open to students who have completed POLS-Y 107.

#### **POLS-Y 219 Introduction to International Relations (3 cr.)**

An introduction to the global political system, and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war. Not open to students who have completed POLS-Y 109.

#### **POLS-Y 301 Political Parties and Interest Groups (3 cr.)**

Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

**POLS-Y 304 Constitutional Law (3 cr.)** Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.

**POLS-Y 311 Democracy and National Security (3 cr.)** Exploration of a basic dilemma in a democratic polity: How can demands for national security be reconciled with democratic practices and values? Concepts of civil-military relations, national security structure, professional and political commitments of the military, human resource utilization, popular control of policy, and the nature of individual liberty.

**POLS-Y 338 African Politics (3 cr.)** Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of colonial heritage and traditional culture; network of international relations; and special situation of South Africa.

**POLS-Y 360 United States Foreign Policy (3 cr.)** Analysis of institutions and processes involved in the formation and implementation of United States foreign policy. Emphasis is on post-World War II policies.

**POLS-Y 480 Undergraduate Readings in Political Science (arr cr.)** Every semester. Individual readings and research. May be taken only with consent of the instructor.

**POLS-Y 481 Field Experience in Political Science (arr cr.)** P: junior or senior standing and approval of instructor. Faculty-directed study of aspects of the political process through internship experience in local, state, or national government.

### Sociology

**SOC-S 100 Introduction to Sociology (3 cr.)** Every semester. Introduction to the concepts and methods of sociology, with an emphasis on the understanding of contemporary American society.

**SOC-S 101 Social Problems and Policies (3 cr.)** Every semester. Provides an introduction to sociology through an in-depth study of major social problems; explores the policy implications of the general sociological perspective and of sociological knowledge of particular problems. Problems include population, drug use, science and technology, and poverty.

**SOC-S 252 Methods of Sociological Research (3 cr.)** P: 3 credit hours of sociology, PSY-K 300, or consent of instructor. A survey of methods and techniques used by sociologists for gathering and interpreting information about human social behavior.

**SOC-S 302 Organizational Life (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Sources, types, and consequences of variations in organizational structures and functions. Varying organizational arrangements as they have affected and are affected by changes in input and output. Complex organizations and their impact from a comparative perspective.

**SOC-S 314 Social Aspects of Health and Medicine (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Survey of the nature of health care systems.

Patient and professional role behavior are explored, as well as the characteristics of different health care settings.

**SOC-S 315 Work and Occupations (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Treats work roles within such organizations as factory, office, school, government, and welfare organizations; 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. Not open to students who have taken SOC-S 303.

**SOC-S 316 The Family (3 cr.)** Every semester. P: 3 credit hours of sociology or consent of instructor. Focus on relationships of the family to the larger society, and on interaction within the family in connection with these interrelationships. Emphasis on theories and empirical research explaining family patterns.

**SOC-S 317 Inequality (3 cr.)** P: 3 credit hours of sociology 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.

**SOC-S 325 Criminology (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Factors in genesis of crime and organization of criminal behavior from points of view of the person and the group.

**SOC-S 328 Juvenile Delinquency (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

**SOC-S 331 Sociology of Aging (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Survey of the social dimensions of the aging process. Emphasis on patterns of adjustment, social support, and cross-cultural perceptions of the aging process.

**SOC-S 335 Race and Ethnic Relations (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Relations between racial and ethnic minority and majority groups; psychological, cultural, and structural theories of prejudice and discrimination; comparative analysis of diverse systems of intergroup relations.

**SOC-S 338 Gender Roles (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Exploration of the research and theories explaining gender roles in contemporary societies. Emphasis on defining gender roles; tracing their historical development; considering their implications for work, marriage, and parenting. Includes cross-cultural comparisons.

**SOC-S 340 Social Theory (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Sociological theory, with focus on content, form, and historical development. Relationship between theories, data, and sociological explanations.

**SOC-S 344 Sociology of Childhood (3 cr.)** P: SOC-S 100 or SOC-S 101 and SOC-S 316 or by consent of the instructor. Analysis of childhood as a structural form and children as social agents who contribute to

societal reproduction and change. Considers the relation of childhood to other social institutions and children's contributions to society historically and cross-culturally. Examines how social policies in education, family and work affect children's lives.

**SOC-S 360 Topics in Social Policy: Drug Abuse and Society (3 cr.)** P: 3 credit hours of sociology or consent of instructor. An examination of the sociocultural foundations of illegal and legal drug abuse. Emphasis on the relationship between drug abuse and law enforcement, the medical profession, and advertising. Specific topics include the process and consequences of addiction, drugs and sports, and historical and cross-cultural perspectives on drug abuse.

**SOC-S 361 Cities and Suburbs (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Introduction to theory and research on the changing scale and complexity of social organization (urbanization), the quality of life in urban areas, demographic and ecological city growth patterns, and public policy concerns in contemporary urban society.

**SOC-S 363 Sociology of Development (3 cr.)** P: 3 credit hours of sociology or consent of instructor. An introduction to the various theoretical perspectives and empirical studies pertaining to development. Specific topics include women in development, sustainable development, and the third world within the context of the global political economy.

**SOC-S 375 Issues in Human and Social Service Policy (3 cr.)** P: junior or senior standing and completion of at least 12 credits in sociology including SOC-S 100 or SOC-S 101 and 3 other courses. Recommended for students before enrolling in SOC-S 494/497 Field Experience. Examination of theories in social sciences relevant to human services delivery and the ethical and professional issues of workers in human/social service agencies with clients from diverse populations. Application of sociological concepts, theories, and methods as they apply to the management, practice, and evaluation of human/social service agencies.

**SOC-S 411 Sociology of Power (3 cr.)** P: 3 credit hours of sociology or consent of instructor. Power in social systems; its nature, organization, distribution, determinants, and consequences.

**SOC-S 419 Social Movements and Collective Action (3 cr.)** P: 3 credit hours of sociology or consent of instructor. 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.

**SOC-S 420 Topics in Deviance: White Collar Crime/Organized Crime (3 cr.)** P: 3 credit hours of sociology or consent of instructor. An examination of the historical development, causes, and consequences of white collar and organized crime. Emphasis given to law enforcement responses to these forms of criminal behavior.

**SOC-S 471 Senior Seminar in Applied Sociology/Human Services (3 cr.)** Senior standing, completion of core sociology requirements (SOC-S 252, SOC-S 340, PSY-K 300) and completion of a minimum of 18 credit hours in sociology and consent of instructor.

Capstone course is for the sociology major in the Applied Sociology/Human Services track. Examines social issues which agencies face today, issues of client well-being, access, and ethics, as well as issues related to students' employment goals and graduate school applications. May not be repeated as SOC-S 470.

**SOC-S 494 Field Experience in Sociology (3 cr.)** SOC-S 494 Field Experience in Sociology (3 cr.) Every semester. P: Written consent of instructor. Faculty-directed study of aspects of sociology based on field experience, in conjunction with directed readings and writings. Specifically, each intern is required to keep a daily or weekly journal that is given at regular intervals to the faculty sponsor, and write an analytic paper dealing with the field experience. May not be repeated as SOC-S 497.

**SOC-S 495 Individual Readings in Sociology (arr. cr.)** P: Consent of instructor. Prior arrangement required.

**SOC-S 497 Field Experience in Human/Social Services (arr. cr.)** P: Junior or Senior Standing with completion of 15 hours of upper level sociology courses including SOC-S 100 or SOC-S 101, SOC-S 252, SOC-S 340, and PSY-K 300 and consent of instructor. Practical work in a social service agency under direction of a site supervisor and complete 120 hours of supervised internship. Student will job shadow key persons, observe client cases and assist with the usual work of the agency as approved by the site supervisor. Under direction of instructor, student will keep a journal applying sociological concepts and write a directed research paper about an issue related to the social/human service. May be repeated once for credit in varied setting. May not be repeated as SOC-S 494.

## School of Sciences

### Anatomy

**ANAT-A 215 Basic Human Anatomy (5 cr.)** Fall, Spring. Structure of cells, tissues, organs, and systems and their relationship to function.\*

### Astronomy

**AST-A 100 The Solar System (3 cr.)** Spring. Celestial sphere and constellations, measurement of time, astronomical instruments, earth as a planet, the moon, eclipses, planets and their satellites, comets, meteors, theories of origin of solar system.

**AST-A 110 Introduction to Astronomy (3 cr.)** Spring. This course presents a survey of modern astronomy including planetary science, stellar and galactic astrophysics and cosmology.

### Biology

**BIOL-L 100 Humans and the Biological World (5 cr.)** Fall, Spring. Principles of biological organization, from molecules through cells and organisms, with special reference given to humans. Credit given for only one 100-level biology course. For non-majors.\*

**BIOL-L 105 Introduction to Biology (5 cr.)** Fall, Spring. P: high school or college chemistry. Integrated picture of manner in which organisms at diverse levels of organization meet most problems in maintaining and propagating life. Credit given for only one 100-level biology course.\*

**BIOL-L 203 Evolution and Diversity of Life (3 cr.)** To provide an understanding and overview over the concept of evolution and how it shaped the diversity of life.

**BIOL-L 211 Molecular Biology (5 cr.)** Spring. C: BIOL-L 213. Introduction to molecular biology, including mechanisms and regulation of gene expression as well as mechanisms of mutation, repair, and recombination of DNA.

**BIOL-L 213 Molecular Biology Laboratory (3 cr.)** Spring C: BIOL-L 211. Accompanying laboratory for L 211. Introduction to basic techniques in molecular biology.\*

**BIOL-L 270 Humans and Microorganisms (3 cr.)** Alternate years. Beneficial and harmful activities of bacteria, fungi, protozoa, viruses. Production of fermented foods, food poisoning and foodborne infections. Introduction to epidemiology, microbial diseases, antibiotics and immunization. Water and wastewater microbiology and waterborne infections.

**BIOL-L 321 Principles of Immunology (3 cr.)** Alternate years. P: BIOL-L 105, CHEM-C 101, or CHEM-C 105. An introduction to the basic principles of immunology and its applications. Topics covered include the inflammatory response, complement, cell-mediated and humoral immunity, cell interactions, genetics of the immune response, immunization and immunological methods.

**BIOL-L 336 Evolutionary Medicine (3 cr.)** P: BIOL-L 100 or BIOL-L 105 or permission of the instructor. An introduction and overview of the evolutionary perspectives of health and disease, with emphasis on human diseases.

**BIOL-L 345 Vertebrate Biology (3 cr.)** Alternate years. P: BIOL-L 105. A general overview of the biology of vertebrate animals including aspects of their evolutionary history, taxonomy, anatomy, physiology, ecology, behavior and natural history.

**BIOL-L 364 Principles of Genetics (3 cr.)** Alternate years. P: BIOL-L 195, BIOL-L 367 or MICR-M 310. Analysis of genetic mechanisms and processes, recombination, genetic interaction, gene regulation, biotechnological applications, genomics, cancer genetics and evolution.

**BIOL-L 367 Cell Physiology (3 cr.)** Alternate years. P: an introductory biology and general chemistry course. R: organic chemistry. Introduction to biochemical structure and metabolic activities of plant, animal, and microbial cells; physiology of membranes; locomotion and response; growth, division, and differentiation of cells.

**BIOL-L 379 Principles of Ornithology (3 cr.)** Summer P: One introductory biology course or permission of the instructor. This course will cover bird evolution, taxonomy, biology, ecology and behavior with emphasis on Indiana birds.

**BIOL-L 403 Biology Seminar (3 cr.)** Alternate years. P: junior or senior standing. A seminar course concerned with current topics and issues in the biological sciences.

**BIOL-L 473 Ecology (3 cr.)** Alternate years. P: 8 hours of biology. R: BIOL-L 364. Major concepts of ecology for science majors; relation of individual organisms to their environment, population ecology, and structure and function of ecosystems.

**BIOL-L 474 Laboratory in Ecology (2 cr.)** Arr. P or C: BIOL-L 473. Introduction to research problems and techniques in the ecology of individuals, populations, and ecosystems.\*

**BIOL-L 490 Individual Study (1-12 cr.)** Arr. P: overall GPA of 2.5 or above; must have written consent of faculty member supervising research. Must complete a written assignment as evidence of each semester's work. Must present oral report to complete more than 6 credit hours.

### Chemistry

**CHEM-C 100 The World of Chemistry (3 cr.)** Fall, Spring. For students requiring only one semester of chemistry. Descriptive course, including inorganic, organic, and biological chemistry, with illustrations of scientific reasoning. May be taken concurrently with the laboratory, CHEM-C 120. Credit given for only one of the following: CHEM-C 100, CHEM-C 101, or CHEM-C 105.

**CHEM-C 101 Elementary Chemistry I (3 cr.)** Fall. Introduction to chemistry. Usually taken concurrently with CHEM-C 121. The two sequences, CHEM-C 101-C121 and CHEM-C 102-C122, usually satisfy programs that require only two semesters of chemistry. Admission to advanced courses on basis of CHEM-C 101, 121, 102, 122 granted only in exceptional cases. May be taken without credit in preparation for CHEM-C 105. Credit given for only one of the following: CHEM-C 100, 101, or 105.

**CHEM-C 102 Elementary Chemistry II (3 cr.)** Spring. 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. Credit not given for both CHEM-C 102 and CHEM-C 106.

**CHEM-C 105 Principles of Chemistry I (3 cr.)** Fall. P: two years of high school algebra or MATH-M 125, which may be taken concurrently; one year of high school chemistry. C: CHEM-C 125. Basic principles, including stoichiometry, thermochemistry, atomic and molecular structure, gases, solutions, and selected topics in descriptive chemistry. Credit given for only one of the following, CHEM-C 100, CHEM-C 101, or CHEM-C 105-125.

**CHEM-C 106 Principles of Chemistry II (3 cr.)** Spring. P: CHEM-C 125. C: CHEM-C 126 Chemical equilibrium with emphasis on acids, bases, solubility and electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry. Credit not given for both CHEM-C 102, and CHEM-C 106-C126.

**CHEM-C 109 Introductory Chemistry for Health and Nursing Sciences (3 cr.)** Designed for students with no prior chemistry background. Students will learn the role of chemistry in physiological, health, and nursing applications.

**CHEM-C 120 Chemistry Laboratory (2 cr.)** Fall, Spring. P or C: CHEM-C 100. For non-majors. An introduction to techniques and reasoning of experimental chemistry. Experiments and projects illustrate topics studied in CHEM-C 100. Credit given for only one of the following: CHEM-C 120, 121 or 125\*.

**CHEM-C 121 Elementary Chemistry Laboratory (2 cr.)** Fall. P or C: CHEM-C 101. An introduction to the

techniques and reasoning of experimental chemistry. Credit not given for both CHEM-C 121 and 125.\*

**CHEM-C 122 Elementary Chemistry Laboratory II (2 cr.)** Spring. P: CHEM-C 101, 121. P or C: CHEM-C 102. Continuation of CHEM-C 121. Emphasis on organic and biochemical experimental techniques. Credit not given for both CHEM-C 122 and 126.\*

**CHEM-C 125 Experimental Chemistry I (2 cr.)** Fall. C: CHEM-C 105. Introduction to laboratory experimentation, with particular emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, thermochemistry, and synthesis. Credit given for only one of the following: CHEM-C 121, or 125.\*

**CHEM-C 126 Experimental Chemistry II (2 cr.)** Spring. P: CHEM-C 125. C: CHEM-C 106. A continuation of CHEM-C 125 with emphasis on equilibria; qualitative analysis; acids and bases; oxidation-reduction reactions including electrochemistry, chemical kinetics, and synthesis. Credit given for only one of the following: CHEM-C 126, or 122.\*

**CHEM-C 210 Introduction to Quantitative Analytical Chemistry (3 cr.)** Fall. P: CHEM-C 106, 126. C: CHEM-C 211. Introduction to the theory and practice of non-instrumental quantitative/qualitative analytical chemistry, including sample selection and preparation and methods of data analysis. Emphasis will be placed on the theory of titrimetric and gravimetric techniques.

**CHEM-C 211 Introduction to Quantitative and Analytical Chemistry Laboratory (2 cr.)** Fall. P: CHEM-C 126. C: CHEM-C 210. Laboratory instruction in the fundamental analytical techniques discussed in CHEM-C 210.\*

**CHEM-C 300 Energy and Green Chemistry - A Natural Science Perspective (3-4 cr.)** An introduction to topics in existing and potential renewable sources of energy, including hydroelectric, geothermal, tidal, wind and solar energy.

**CHEM-C 310 Analytical Chemistry (3 cr.)** Spring. P: CHEM C-106. Fundamental analytical processes including solution equilibria, theory and applications of electrochemistry and spectrophotometry, and chemical methods of separation.

**CHEM-C 311 Analytical Chemistry Laboratory (2 cr.)** Spring. C: CHEM-C 310. Laboratory instruction in the fundamental analytical techniques discussed in CHEM-C 310.\*

**CHEM-C 341 Organic Chemistry I: Lecture (3 cr.)** Fall. P: CHEM-C 106. C: CHEM-C 343 or consent of chemistry undergraduate advisor. Chemistry of carbon compounds; nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes and monofunctional compounds.

**CHEM-C 342 Organic Chemistry II: Lecture (3 cr.)** Spring. P: CHEM-C 343. C: CHEM-C 344 or consent of instructor. Syntheses and reactions of polyfunctional compounds, natural and industrial products, physical and chemical methods of identification.

**CHEM-C 343 Organic Chemistry I: Laboratory (2 cr.)** Fall. C: CHEM-C 341. Laboratory instruction in the

fundamental techniques of organic chemistry and the use of general synthetic methods.\*

**CHEM-C 344 Organic Chemistry II: Laboratory (2 cr.)** Spring. P: CHEM-C 343. C: CHEM-C 342. Preparation, isolation, and identification of organic compounds. Emphasis on modern research methods.\*

**CHEM-C 351 Green Chemistry & Sustainability Sciences (4 cr.)** P: CHEM-C 343, CHEM-C 344 and junior standing. Green Chemistry, also known as sustainable or environmentally benign chemistry, seeks to minimize waste and energy use, while maximizing the efficiency of resource use and using renewable resources whenever possible. The aim of the course is to produce students with a blend of chemistry skills for a thorough appreciation of the principles and practice of green chemical processing and environmental sustainability. Topics will cover supercritical fluids, ionic liquids, biotransformations, polymers, etc. Focus will be on green organic chemistry, in which labs, such as solventless reactions and liquid carbon dioxide extraction, will be introduced. Lecture and laboratory.\*

**CHEM-C 361 Physical Chemistry I (3 cr.)** Fall. Alternate years. P: CHEM-C 106, PHYS-P 202, MATH-M 216. Chemical thermodynamics and kinetics, introduction to statistical thermodynamics.

**CHEM-C 362 Physical Chemistry II (3 cr.)** P: CHEM-C 361. Introduction to quantum mechanics. Structure and spectra of atoms, molecules, and solids.

**CHEM-C 390 Environmental Science (3 cr.)** Spring. For non-majors. Exploration of the complex interrelationships among the physical, chemical, biological, cultural, economic, and political forces that shape the global environment. Note: CHEM-C 390 will not count toward a Bloomington or Kokomo chemistry degree.

**CHEM-C 400 Chemical Information Sources and Services (1 cr.)** P: CHEM-C 341. Techniques for the storage and retrieval of chemical information in both printed and computer-readable formats; sources of chemical information, including Chemical Abstracts; development of search strategies; online searching of chemical databases.

**CHEM-C 409 Chemical Research (1-3 cr.)** For outstanding students. To be elected only after consultation with the faculty research advisor. Cannot be substituted for any course required in the chemistry major. A research thesis is required.

**CHEM-C 430 Inorganic Chemistry (3 cr.)** Alternate years. P: CHEM-C 106. R:CHEM-C 342. Structure and bonding of inorganic compounds, survey of chemistry of nonmetal and metal elements, coordination compounds, organometallic compounds, mechanisms and reactions.

**CHEM-C 443 Organic Spectroscopy (3 cr.)** P: CHEM-C 344. Elucidation of molecular structures by use of IR, UV, NMR, mass spectroscopy, and other methods.\*

**CHEM-C 483 Biological Chemistry Lecture (3 cr.)** Alternate years. P: 18 credit hours of chemistry, including CHEM-C 341. Introduction to structure, chemical properties, and interrelationships of biological substances.

**CHEM-C 495 Capstone in Chemistry (1-3 cr.)** P: Senior standing. Independent study, under the supervision of

a chemistry faculty member or appropriate academic advisor can be earned by completion of (a) a chemical research project; (b) a library research project in an area of current scientific investigation; (c) a research investigation in industry; or (d) a service activity in university, government, public schools, or other science-related groups or organizations. Students will report the results of their activities in both a formal written report and oral presentation, prepare portfolios of undergraduate work in chemistry, discuss recent scientific literature, and explore chemistry in society. Enrollment in the Capstone in Chemistry requires joint approval of the capstone instructor and the independent project advisor.

### Computer Information Systems

**CSCI-C 100 Computing Tools (1 cr.)** An introduction to computing applications useful in college work. Microcomputer systems, word processing, spreadsheets, graphics, e-mail and Web browsers are used.

**CSCI-C 106 Introduction to Computers and Their Use (3 cr.)** P: CSCI-C 100 ; (for ACCEL sections: P: CSCI-C 100 and sophomore standing). 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; and the fundamentals of a high-level language such as Visual Basic.

### Geography

**GEOG-G 107 Physical Systems of the Environment (3 cr.)** Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, and climate). Note: Business majors may count GEOG-G 107 only as a social science.

**GEOG-G 315 Environmental Conservation (3 cr.)** R: 3 credit hours of geography or 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.

### Geology

**GEOL-G 100 General Geology (5 cr.)** Broad study of the earth. The earth in the solar system, earth's atmosphere. Formation and modification of earth materials, landforms, continents and oceans through geologic time.\*

**GEOL-G 133 Geology of the United States (5 cr.)** Introduction to physical and historical geology with applications to United States geology. Study of the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments, glacial geology and modern processes.\*

**GEOL-G 300 Environmental and Urban Geology (3 cr.)** R: GEOL-G 100, GEOL-G 133, or GEOG-G 107 Significance of regional and local geologic features and processes in land use. Use of geologic factors to reduce conflict in utilization of mineral and water resources and damage from geologic hazards.

**GEOL-G 400 Energy: Sources and Needs (3 cr.)** Renewable and non-renewable energy resources, their

origins, society's needs and usage, environmental impacts of use and production, and future directions in energy technologies. Also may include study of non-energy resources including metallic and nonmetallic resources.

**GEOL-G 421 United States Geology: Field Experience 1 (5 cr.)** A six week lecture/field trip course incorporating a 2 - 3 week field experience in the western United States. Students will explore the geologic events (and their associated rocks and structures) that have shaped the continent, including mountain building, earthquakes, volcanoes, plate tectonics, intercontinental seaways, sedimentary environments and glacial geology. Possible destinations include (but are not limited to) the Black Hills, Yellowstone, Grand Tetons, Mt. Rainier, Mt. St. Helens and the Glacier National Park.\*

**GEOL-G 440 Professional Practice in Geosciences (1-6 cr.)** P: At least 9 credit hours of coursework in geology/physical geography or instructor permission. The course is designed to provide opportunities for students to receive credit for career-related, full-time work.

**GEOL-T 312 Geology of Indiana (3 cr.)** P: GEOL-G 100. Study of the physiography and bedrock structure of Indiana, first with topographic and geologic maps, and then with field trips to selected areas. Rock and fossil specimens will be collected for study.

**GEOL-T 326 Geology of Mineral Resources (3 cr.)** P: a course in geology or consent of the instructor. Formation of minerals and mineral deposits. Gem materials and metallic and non-metallic economic minerals: occurrence and uses.

### Informatics

**INFO-I 100 First Year Experience (1 cr.)** This course introduces specific survival skills for success in college and beyond, while reconciling personal learning skills with instructor-based teaching styles. Master the art of inquiry and elevate your sense of integrity while sharpening your personal edge by exploring critical thinking, project managements and current/future job market trends. Required by all Informatics and new media majors.

**INFO-I 101 Introduction to Informatics (4 cr.)** P: Computer literacy. Problem solving with information technology; introductions to information representation, relational databases, system design, propositional logic, cutting-edge technologies: CPU, operation systems, networks; laboratory emphasizing information technology including Web page design, word processing databases, using tools available on campus.

**INFO-I 201 Mathematical Foundations of Informatics (4 cr.)** P: INFO-I 101 and MATH-M 118. An introduction to methods of analytical, abstract and critical thinking, deductive reasoning, and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, functions and relations, proof methods in mathematics, mathematical induction, and graph theory. Credit given for either INFO-I 201 or COGS-Q 250

**INFO-I 202 Social Informatics (3 cr.)** P: INFO-I 101. Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular

and controversial uses of technology (e.g., peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

**INFO-I 210 Information Infrastructure I (4 cr.)**

Recommended prerequisite or concurrent: INFO-I 101. The software architecture of information systems. Basic concepts of systems and applications programming. Cross listed with CSCI-C 297. Credit given for only one of the following: INFO-I 210, CSCI-N 331 (IUPUI), CSCI-C 297 or CSCI-A 201 (IUB).

**INFO-I 211 Information Infrastructure II (3 cr.)** P: INFO-I 210. The systems architecture of distributed applications. Advanced programming, including an introduction to the programming of graphical systems. Cross listed with CSCI-C 309. Credit given for only one of the following: INFO-I 211, CSCI-N 345 (IUPUI), CSCI-A 202 (IUB), or CSCI-C 212 (IUB).

**INFO-I 213 Web Site Design and Development (3 cr.)** Introduction to web design and development covering high-level concepts in addition to hands-on activities. Topics include: internet infrastructure, client-side technologies, embedded media, page design, site design, visibility and others. Technologies covered include: XHTML, JAVA script and cascading style sheets. This course runs concurrently with NMCM-N 213.

**INFO-I 300 Human Computer Interaction (3 cr.)** The analysis of human factors and the design of computer application interfaces. A survey of current HCI designs with an eye toward what future technologies will allow. The course will emphasize learning HCI based on implementation and testing interfaces.

**INFO-I 303 Organizational Informatics (3 cr.)** P: INFO-I 101. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics, functional areas and business processes, information-based products and services, the use of and redefining role of information technology, the changing character of work life and organizational practices, sociotechnical structures, and the rise and transformation of information-based industries.

**INFO-I 308 Informatics Representation (3 cr.)** P: INFO-I 101, INFO-I 201, and INFO-I 210. The basic structure of information representation in digital information systems. Begins with low-level computer representations such as common character and numeric encodings. Introduces formal design and query languages through Entity Relationship Modeling, the Relational Model, XML, and XHTML. Laboratory topics include SQL and XPath querying.

**INFO-I 356 Globalization: Where we fit in (3 cr.)** Globalization, increasingly enabled by information technology, changes how we work, what we buy and who we know. Learn about the past, present, and future of globalization from an information technology perspective, and what it means for you, your career, and your community.

**INFO-I 450 Systems Design and Development (3 cr.)** P: Approval of the dean and completion of required core informatics courses. Students work on capstone projects in supervised teams. They select an appropriate project

(preferably based on cognate), then learn to develop a plan that leads to success. Teamwork, communication, and organizational skills are emphasized in a real-world-style environment.

**INFO-I 460 Senior Thesis (3 cr.)** P: Senior standing and approval of the dean. The senior student prepares and presents a thesis: a substantial, typically multi-chapter paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

**INFO-I 490 Internship in Informatics Professional Practice (1-3 cr.)** P: Approval and completion of 100- and 200-level requirements in Informatics. Students gain professional work experience in an industry or research organization setting using skills and knowledge acquired in informatics course work. May be repeated for a maximum of 3 cr. hours. S/F grading.

**Mathematics**

**MATH-K 310 Statistical Techniques (3 cr.)** Fall, Spring. P: MATH-M 125 or MATH-M 118 or MA 153 Introduction to probability and statistics; elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measurement of central tendency and dispersion. Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, nonparametric methods. Credit given for only one of the following: PSY-K 300, ECON-E 270, MATH-K 310 or STAT 301.

**MATH-M 002 College Math Readiness Program (0 cr.)** P: Mathematics placement exam and authorization by advisor. Students will review and strengthen the prealgebra and algebra skills necessary for success in college mathematics classes (MATH-M 007, MATH-M 117, MATH-M 104, MATH-M 105, MATH-M 125, MATH-M 118, MATH-M 133, MATH-M 134)

**MATH-M 003 Mathematics Laboratory (0 cr.)** C: MATH-M 007, MATH-M 117, MATH-M 104, or MATH-M 105. Mathematics Laboratory to accompany algebra courses.

**MATH-M 007 Elementary Algebra (3 cr.)** Fall, Spring. Signed numbers, operations with polynomials, solving equations, factoring, introduction to graphing, fractional and radical expressions. Not open to students who have had MATH-M-104. Credit may not be applied toward any degree.

**MATH-M 104 Foundations of College Algebra (3 cr.)** Fall, Spring. P: Mathematics placement exam. Students will develop critical problem solving skills, acquire an understanding of the core concept of functions and learn appropriate technology skills while strengthening their mastery of linear equations and inequalities, systems of linear equations, polynomial operations and graphing techniques for linear equations.

**MATH-M 105 College Algebra (3 cr.)** Fall, Spring. P: Math-M 104 OR Mathematics placement exam. Students will deepen their understanding of functions, acquire non-linear problem solving skills and develop the algebraic skills necessary for precalculus and general education mathematics courses: factoring; quadratic, polynomial,

rational and radical equations and applications; and operations with rational expressions, radicals, and rational exponents.

**MATH-T 109 Mathematics for Elementary Education I (3 cr.)** Fall, Spring. P: MATH-M 118 or MATH-M 125. Introduction to problem-solving, including use of patterns and Venn diagrams; study of various numeration systems; whole numbers, fraction, and decimal algorithms with manipulatives; ratio; percent; logic. Open only to elementary education majors. Does not count towards divisional distribution requirement.

**MATH-T 110 Mathematics for Elementary Education II (3 cr.)** Fall, Spring. P: MATH-M 118 or MATH-M 125. Emphasis on geometry with use of manipulatives; study of plane figures and solids. Discussion of area, volume, symmetry, perimeter, tessellation, constructions with mira and compass, congruence, similarity, probability, statistics. Open only to elementary education majors. Does not count toward divisional distribution requirement.

**MATH-M 117 Intermediate Algebra (3 cr.)** Fall, Spring. P: MATH-M 007 or equivalent. R: C- or above in MATH-M 007. Factoring, rational expressions, fractional exponents, radicals, quadratic equations, and functions. Does not count toward the arts and sciences divisional distribution requirements.

**MATH-M 118 Finite Mathematics (3 cr.)** Fall, Spring. P: two years of high school algebra or MATH-M 117. R: a grade of C- or better in MATH-M 117 or equivalent. Set theory, linear systems, matrices and determinants, probability, linear programming. Applications to problems from business and the social sciences.

**MATH-M 119 Brief Survey of Calculus I (3 cr.)** Fall, Spring. P: two years of high school algebra or MATH-M 125 or equivalent. R: a grade of C- or better in MATH-M 125 or equivalent. Introduction to calculus. Primarily for students in the social sciences. Not open to those who have had MATH-M 211 or MATH-M 215. Credit not given for both MATH-M 215 and MATH-M 119.

**MATH-M 120 Brief Survey of Calculus II (3 cr.)** Spring. P: MATH-M 119. R: a grade of C- or above in MATH-M 119. A continuation of MATH-M 119, covering topics in elementary differential equations, calculus of functions of several variables and infinite series. Intended for non-physical science students. Credit not given for both MATH-M 216 and MATH-M 120. Knowledge of trigonometry required.

**MATH-M 125 Precalculus Mathematics (3 cr.)** Fall, Spring. P: MATH-M 117. R: a grade of C- or better in MATH-M 117 or equivalent. Designed to prepare students for calculus. Algebraic operations, polynomials, functions and their graphs, conic sections, linear systems of equations. Does not count toward the arts and science divisional distribution requirements.

**MATH-M 126 Trigonometric Functions (3 cr.)** Spring. P: MATH-M 125. Designed to develop the properties of the trigonometric, exponential, and logarithmic functions and to prepare for courses in calculus (MATH-M 211 or MATH-M 215).

**MATH-M 215 Calculus I (5 cr.)** Fall, Spring. P: two years of high school algebra and trigonometry, or both MATH-M 125 and MATH-M 126. Coordinates, functions, straight

line, limits, continuity, derivative and definite integral, applications, circles, conics, techniques of integration, infinite series. MATH-M 215 not open to those who have had MATH-M 119 or MATH-M 211. A student cannot receive credit for both MATH-M 215, MATH-M 119 and MATH-M 215, MATH-M 211 and MATH-M 215, MATH-M 120 and MATH-M 216 or MATH-M 212 and MATH-M 216.

**MATH-M 303 Linear Algebra for Undergraduates (3 cr.)** P: MATH-M 216 or consent of instructor. Introduction to theory of real and complex vector spaces. Coordinate systems, linear dependence, bases. Linear transformations and matrix calculus. Determinants and rank. Credit not given for both MATH-M 301 and MATH-M 303.

**MATH-M 311 Calculus III (4 cr.)** P: MATH-M 216 or consent of instructor. Elementary geometry of 2, 3, and n-space; functions of several variables; partial differentiation; minimum and maximum problems; and multiple integration.

**MATH-M 313 Elementary Differential Equations with Applications (3 cr.)** P: MATH-M 216 or consent of instructor. Ordinary differential equations of first order and linear equations of higher order with applications, series solutions, operational methods, Laplace transforms, and numerical techniques. A student may not receive credit for both MATH-M 313 and 343.

**MATH-T 336 Topics in Euclidean Geometry (3 cr.)** P: MATH-M 301 or MATH-M 303 and MATH-M 391 or their equivalents. 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.

**MATH-M 347 Discrete Mathematics (3 cr.)** P: MATH-M 212 or MATH-M 216. Injective and surjective functions; inverse functions; composition; reflexive, symmetric, and transitive relations; equivalence relations; sets including complements, products, and power sets; cardinality; introductory logic including truth tables and quantification; elementary techniques of proof including induction and recursion; counting techniques; graphs and trees; discrete probability.

**MATH-M 360 Elements of Probability (3 cr.)** P: MATH-M 216. C: MATH-M 311. Introduction to mathematical theory of probability. Probability models, combinatorial problems, conditional probability and independence, random variables, discrete and continuous distributions, repeated Bernoulli trials, gambler's ruin problems, moments, moment generating functions, law of large numbers, central limit theorem, and applications.

**MATH-M 366 Elements of Statistical Inference (3 cr.)** P: MATH-M 360. Sampling distributions (Chi square, t and F distributions), order statistical decisions, and inference. Hypothesis-testing concepts, Neyman-Pearson Lemma, likelihood ratio tests, power of tests. Point estimation, method of moments, maximum likelihood, Cramer-Rao bound, properties of estimators. Interval estimation, applications. Regression, correlation, analysis of variance, nonparametric methods.

**MATH-M 403 Introduction to Modern Algebra I (3 cr.)** P: MATH-M 301 or MATH-M 303. Study of groups, rings,

fields (usually including Galois theory), with applications to linear transformations.

**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.

**MATH-M 415 Elementary Complex Variables with Applications (3 cr.)** P: MATH-M 311. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integrations, calculus of residues, conformal mapping. Application to physics.

**MATH-M 447 Mathematical Models and Applications I (3 cr.)** P: MATH-M 301 or MATH-M 303, MATH-M 311, and MATH-M 360, which may be taken concurrently, or with consent of instructor. Formation and study of mathematical models used in the biological, social, and management sciences. Mathematical topics include games, graphs, Markov and Poisson processes, mathematical programming, queues, and equations of growth. Suitable for secondary school teachers.

**MATH-M 471 Numerical Analysis I (3 cr.)** P: MATH-M 301 or MATH-M 303, MATH-M 313 or MATH-M 343, and MATH-M 311, or consent of instructor. R: CSCI-C 301 or FORTRAN programming. Interpolation and approximation of functions, numerical integration and differentiation, solution of nonlinear equations, acceleration and extrapolation, solution of systems of linear equations, eigenvalue problems, initial and boundary value problems for ordinary differential equations, and computer programs applying these numerical methods.

**MA 153 Algebra and Trigonometry I (3 cr.)** Fall, Spring. R: A grade of C- or better in MATH M 117 or equivalent. Algebra for students with inadequate preparation for calculus. This is the first half of a two-semester version of MA 151. Not open to students with credit for MA 151.

**MA 154 Algebra and Trigonometry II (3 cr.)** Spring. P: MA 153 or equivalent. Trigonometry for students with inadequate preparation for calculus. This is the second half of a two-semester version of MA 151. Not open to students with credit for MA 151.

**MA 221 Calculus for Technology I (3 cr.)** Spring. P: MA 153 or equivalent. R: a grade of C- or better in MA 153 or MA 154 or equivalent. Not open to students with credit in MATH-M 119. First course in techniques of calculus for students enrolled in certain technical curricula. MA 222 Calculus for Technology II (3 cr.) Spring. P: MA 221. R: a grade of C- or better in MA 221 or equivalent. Not open to students with credit in MA 224 or MATH-M 120. Continuation of MA 221. Knowledge of trigonometry required.

### Microbiology

**MICR J 200 Microbiology and Immunology (3 cr.)** Fall, Spring. P: ANAT-A 215 and PHSL-P 215 or equivalent. For students of the baccalaureate curricula in the School of Nursing and in the Division of Allied Health Sciences; others by consent of instructor. Concurrent or previous registration in J201 Microbiology Laboratory is recommended. Basic principles of microbiology, cell biology and epidemiology. Consideration of pathogenic

bacteria, viruses, fungi, and parasites in human disease; immunology and host-defense mechanisms.

**MICR-J 201 Microbiology Laboratory (1 cr.)** Fall, Spring. P or C: MICR-J 200. Bacteriological techniques of microscopy, asepsis, pure culture, and identification of unknown bacteria. Biology of microorganisms; action of antimicrobial agents and disinfectants, food microbiology and bacterial agglutination reactions.\*

**MICR-M 310 Microbiology (3 cr.)** Alternate years. P: two semesters of college chemistry; BIOL-L 105. C: MICR-M 315. Application of fundamental biological principles to the study of microorganisms. Significance of microorganisms to humans and their environment. Topics covered include bacterial growth and metabolism, microbial genetics, microbial diversity, mechanisms of pathogenicity, epidemiology and environmental microbiology.

**MICR-M 315 Microbiology Laboratory (2 cr.)** Alternate years. C: MICR-M 310. Laboratory exercises and demonstrations to yield proficiency in principles and techniques of cultivation and utilization of microorganisms under aseptic conditions. These principles will include microscopy, asepsis, pure culture, bacterial metabolism, genetic transformation and identification of unknown bacteria.\*

### Physiology

**PHSL-P 215 Basic Human Physiology (5 cr.)** Fall, Spring. Functional aspects of cells, tissues, organs, and systems in mammalian organisms. Designed for pre-professional students in allied health, nursing, speech and hearing, and HPER.\*

**PHSL-P 416 Comparative Animal Physiology (3 cr.)** Alternate years. P:CHEM-C 106, two college biology courses, and one college mathematics course. Physiological principles of the respiratory, circulatory, excretory, and related systems in a variety of invertebrate and vertebrate animals.

**PHSL-P 418 Laboratory in Comparative Animal Physiology (2 cr.)** Arr. P or C: PHSL-P 416. Laboratory experiments using a variety of animals to illustrate physiological principles.\*

### Physics

**PHYS-P 100 Physics in the Modern World (5 cr.)** Fall, Spring. Ideas, language, methods, impact, and cultural aspects of physics today. Includes classical physics up to physical bases of radar, atomic energy applications, etc. Beginning high school algebra used. Cannot be substituted for physics courses explicitly designated in specified curricula. No credit in this course will be given to students who have passed PHYS-P 201-202.\*

**PHYS-P 201 General Physics I (5 cr.)** Fall. P: MATH-M 125 or high school equivalent. Newtonian mechanics, oscillations and waves, bulk properties of matter and thermodynamics.\*

**PHYS-P 202 General Physics II (3 cr.)** Spring. P: PHYS-P 201. Electricity and magnetism, geometrical and physical optics, and modern physics.\*

**PHYS-P 221 Physics I (5 cr.)** Alternate years. P: MATH-M 215. This course is the first semester of a two semester sequence of calculus-based, introductory physics. In PHYS-P 221, we will explore Newtonian mechanics, fluid

dynamics, oscillations and waves, thermodynamics, and elementary kinetic energy.

**PHYS-P 222 Physics II (5 cr.)** Spring Alternate years. P: MATH-M 215, PHYS-P 221. This course is the second semester of a two semester sequence of calculus-based, introductory physics. In PHYS-P 222, we will focus primarily on electricity and magnetism. We will also learn about geometrical and physical optics, the special theory of relativity and elements of contemporary physics.

**PHYS-P 301 Contemporary Physics (3 cr.)** Arr. P: PHYS-P 202 or PHYS-P 222; MATH-M 215, which may be taken concurrently with consent of instructor. Introduction to modern physics. Atomic and nuclear physics, kinetic theory, relativity, elementary particles.

**PHYS-P 310 Environmental Physics (3 cr.)** Arr. P: PHYS-P 201 or consent of instructor. Relationship of physics to current environmental problems. Energy production, comparison of sources and by-products; nature of and possible solutions to problems of noise; particulate matter in atmosphere.

### **Physical and Life Sciences**

**PLSC-B 203 Survey of the Plant Kingdom (5 cr.)** Spring. Survey of various groups of plants, including their structure, behavior, life histories, classification, and economic importance.\*

**PLSC-B 364 Summer Flowering Plants (5 cr.)** Summer P: one introductory biology course. A course for students desiring a broad, practical knowledge of common wild and cultivated plants.\*

### **Zoology**

**ZOOL-Z 315 Developmental Anatomy (5 cr.)** Alternate years. P: BIOL-L 105. Comparative study of the structure and development of vertebrates, including humans.\*

### **Statistics**

**STAT 301 Elementary Statistical Methods I (3 cr.)** Fall, Spring. P: MATH-M 125 or MATH-M118 or MA 153. A basic introductory statistics course with applications shown to various fields and emphasis placed on assumptions, applicability, and interpretations of various statistical techniques. Subject matter includes frequency distribution, descriptive statistics, elementary probability, normal distribution, applications, sampling distribution, estimation, hypothesis testing, and linear regression.

### **Social Work**

#### **Women and Gender Studies**

**WOST-W 350 Women: Images and Perspectives (3 cr.)** Fall or spring. This interdisciplinary course studies how women's lives in America are shaped by social values; by cultural beliefs, traditions, and ideology; and by social, political, and economic institutions or policies. It also considers how these are reflected in imaginative literature as well as social reality.