

## The 2008/2009 Education Policies Committee Activity Report

Kevin Clark  
Steve Cox (Chair)  
Chris Darr  
Gail MacKay  
Barbara Sehr  
Ellen Sigler

### July 23, 2008

- Approved 5 courses that are new to our campus but already in the I.U. catalog. The courses are listed below:

|            |                                            |
|------------|--------------------------------------------|
| MIL-G 101  | <i>Leadership and Personal Development</i> |
| MIL-G 102  | <i>Foundations in Leadership</i>           |
| MIL-G 120  | <i>Leadership Lab</i>                      |
| HPER-E 130 | <i>Army Physical Fitness</i>               |
| HPER-E 230 | <i>Army Physical Fitness</i>               |

### August 13, 2008

- Approved 1 course new to our campus but already in the I.U. catalog. The course is listed below:

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| MIL-G 201 | <i>Innovative Tactical Leadership</i> |
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### October 6, 2008

- Approved 4 courses that are new to our campus but already in the I.U. catalog. The courses are listed below:

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|------------|----------------------------------------------------------------|
| FINA-U 400 | <i>Sources and Resources: Professional Skills in Fine Arts</i> |
| SBSC-P 322 | <i>Psychology in the Courtroom</i>                             |
| INFO-I 460 | <i>Thesis/Senior Project</i>                                   |
| INFO-I 461 | <i>Thesis/Senior Project</i>                                   |

- Approved 1 course new to the I.U. system. The course is listed below.

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| NMCM-N 200 | <i>Introduction to Business Website Design</i> |
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- Approved 7 course change requests from Nursing. The courses are listed below.

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| NURS-B 232 | <i>Introduction to the Discipline of Nursing</i> |
| NURS-B 244 | <i>Comprehensive Health Assessment</i>           |
| NURS-B 248 | <i>Science and Technology of Nursing</i>         |
| NURS-H 363 | <i>Developing Child and Family</i>               |
| NURS-H 364 | <i>Developing Child and Family Practicum</i>     |
| NURS-H 365 | <i>Nursing Research</i>                          |
| NURS-S 482 | <i>Nursing Management Practicum</i>              |

- Informally reviewed and voiced approval for the minor in chemistry

### **November 3, 2008**

- Approved 4 new nursing courses. The courses are listed below:

NURS-K 430    *Transcultural Nursing Lecture*  
NURS-K 431    *Transcultural Nursing Practicum*  
NURS-K 440    *Critical Care Nursing*  
NURS-K 441    *Critical Care Nursing Practicum*

### **November 24, 2008**

- Approved 3 courses that are new to our campus but already in the I.U. catalog. The courses are listed below:

SBSC-A382    *The Sixties*  
SBSC- H262    *American Women's History: Twentieth Century*  
MIL-G21061    *Leadership in a Changing Environment*

- Approved 1 course change request

NMCM-N315    *Web Usability and Information Architecture*

### **January 9, 2009**

- Approved 1 course new to our campus but already in the I.U. catalog. The course is listed below:

CSCI-C175    *Computers.Adobe Tools*

### **February 2, 2009**

- Approved two course change requests:

FINA-S270 is currently titled "Sculpture I" and the request is a change to "Studio in Objects, Time and Space I"

FINA-S371 is currently titled "Sculpture II" and the request is a change to "Studio in Objects, Time and Space II"

### **February 23, 2009**

- Approved 1 course new to our campus but already in the I.U. catalog. The course is listed below:

FINA-P490    *Topics in Studio Fine Arts*

- Approved 4 new courses. The courses are listed below:

FINA-S215    *Studio in Digital Media I*  
NMCM-N215    *Studio in Digital Media I*  
NMCM-N310    *Advanced Visual Design*  
NMCM-N301    *Advanced Web Layout and Design*

### **March 23, 2009**

- Approved 5 new courses. The courses are listed below:

NMCM-N250 Graphic Design I  
FINA-S250 Graphic Design I  
NMCM-N325 Studio in Digital Media II  
FINA-S325 Studio in Digital Media II  
EDUC-F205 Study of Education and the Practice of Teaching

**April 6, 2009**

- Reviewed changes to Honors Program – no approval necessary

To: Steve Cox, Chair  
Educational Policy Committee

From: Robert Strikwerda  
Director of IU Kokomo Honors Program

Re: New Honors Program Requirements

Date: 6 April 2009

The IU Kokomo Honors Program approved at its 31 March 2009 meeting an increase of the requirements for successful completion of the Honors Course of Study. They now are:

- 1) 15 credit hours of Honors course work
  - A. 9 credit hours in major {an increase from 6 hours}  
(or major-related course)  
(or in an approved course of study  
for Interdisciplinary Honors)
  - B. 6 credit hours of H399 course work  
two courses at 3 cr. hours each, {up from 2 at 2 credit hours}
- 2) overall GPA of 3.3 upon graduation {unchanged}
- 3) public presentation of an example of  
research or creative activity, {new}  
defined as one outside of the classroom

**April 13, 2009**

Faculty Senate Passed the General Education Program with specific courses, faculty members, outcomes, and components. See Program below:

# Indiana University Kokomo General Education Requirements

(Passed at the 04/13/09 Faculty Senate Meeting)(Provisional changes approved by the EPC in Red)

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) course will be used 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. Students should consult with their advisor for more information.

A full-time faculty member is responsible for documenting course coverage of required outcomes and assessment of student learning of the related components (within the course). Failure to provide requested documentation or failure to cover and assess the required outcomes will result in removal of the course from the curriculum. Changes in the general education curriculum (requirements, courses, learning outcomes and components) will be managed by the EPC and presented to the Faculty Senate as a voting item. The EPC should be notified of changes in faculty members responsible for courses. Faculty changes will be considered an administrative item and not subject to Faculty Senate vote.

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| <p><b>I. <u>Communication Skills</u></b><br/>         Requirement – Three required courses (total of 9 hours)</p> <p><b>Outcome 1: Students will read critically</b></p> <p>Component 1: Students will understand texts</p> <p>Component 2: Students will analyze texts</p> <p>Component 3: Students will evaluate texts</p> <p><b>Outcome 2: Students will write effectively</b></p> <p>Component 1: Students will exhibit rhetorical choices based on audience and purpose in written material</p> <p>Component 2: Students will organize the introduction, body, and conclusion effectively based on audience and purpose</p> <p>Component 3: Students will use appropriate writing conventions (grammar, spelling, sentence structure, documentation, and punctuation) in written materials</p> <p>Component 4: Students will synthesize research material effectively and ethically into written work</p> <p><b>Outcome 3: Students will listen effectively</b></p> <p>Component 1: Students will understand oral messages</p> <p>Component 2: Students will analyze oral messages</p> <p><b>Outcome 4: Students will speak effectively</b></p> <p>Component 1: Students will write an effective speech</p> <p>Component 2: Students will deliver an effective speech</p> <p><b>Outcome 5: Students will use technology appropriately to support communication</b></p> <p>Component 1: Students will use presentational aids effectively</p> <p>Component 2: Students will locate appropriate sources for papers and speeches</p> | <p>ENG-W131 (not required if student places into ENG-W132) (Cameron)<br/>         ENG-W132 (Cameron)<br/>         SPCH-S121 (Mosley and Kaiser)</p> |
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| <p><b>II. <u>Information Literacy</u></b><br/>No incremental requirement</p> <p><b>Outcome 1: Students will determine the nature and extent of information needed</b></p> <p>Component 1: Students will choose appropriate types of information</p> <p>Component 2: Students will determine relevance of information</p> <p>Component 3: Students will determine currency of information</p> <p><b>Outcome 2: Students will access the needed information effectively and efficiently</b></p> <p>Component 1: Students will use appropriate library and web-based search tools</p> <p><b>Outcome 3: Students will evaluate information and its sources critically</b></p> <p>Component 1: Students will examine sources for bias</p> <p>Component 2: Students will examine sources for credibility</p> <p><b>Outcome 4: Students will identify ethical, economic, legal, and social issues surrounding the access and use of information</b></p> <p>Component 1: Students will practice ethical use of sources by avoiding plagiarism</p> <p><b>Outcome 5: Students will use information effectively to accomplish a specific purpose</b></p> <p>Component 1: Students will employ appropriate information to support a specific aspect of a paper or speech</p> | <p>Satisfied by ENG-W131, ENG-W132, SPCH-S121 above</p> <p>ENG-W131 (Cameron)<br/>ENG-W132 (Cameron)<br/>SPCH-S121 (Mosley and Kaiser)</p> |
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### III. Quantitative Literacy

Requirement – Choose from one of three options (total of 4 – 8 hours)

#### **Outcome 1: Students will translate a verbal problem into mathematical symbols**

Component 1: Students will represent mathematical information symbolically

Component 2: Students will represent mathematical information graphically

#### **Outcome 2: Students will solve the mathematical problem that models the verbal problem**

Component 1: Students will use algebraic methods to solve problems, using technology when appropriate

Component 2: Students will use graphical methods to solve problems, using technology when appropriate

#### **Outcome 3: Students will use the solution of the mathematical problem to draw valid conclusions about the verbal problem**

Component 1: Students will draw inferences from mathematical models

Component 2: Students will interpret empirical results

#### **Outcome 4: Students will use fundamental statistical information**

Component 1: Students will interpret data using tables and graphs (e.g. frequency tables, histograms).

Component 2: Students will compute and interpret basic descriptive statistics (e.g. mean, weighted mean, median, mode, standard deviation, percentiles).

Component 3: Students will understand basic concepts relating to sampling (populations/samples, random sampling).

Component 4: Students will use basic probability distributions (e.g. normal distribution, binomial distribution)

Component 5: Students will compute and interpret confidence intervals of a population parameter (e.g. proportion or mean)

#### **Option 1**

MATH-M118 (Hansen) or MATH-M119 (Hansen) or MATH-M215 (Hansen) and a statistics course at the major level [ECON-E270 (Meybodi), MATH-M366 (Hansen), MATH-K310 (Hansen), PSY-K300 (Clark), EDUC-M440 (Swails), NURS-H365 (Horoho)]

#### **Option 2**

A new course in applied mathematics developed by the math faculty in consultation with the Educational Policy Committee to be first delivered in the spring of 2010. This course will have M117 as a prerequisite and will have statistics content.

#### **Option 3**

Students pursuing the B.A. in Mathematics will satisfy the statistics requirement through MATH M366 or through an independent study project that will be assessed on the General Examination that is required to earn the degree.

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| <p><b>IV. Critical Thinking</b><br/>Requirement – One course from the list (total of 3 hours)</p> <p><b>Outcome 1: Students will recognize issues that have alternative interpretations</b></p> <p>Component 1: Students will understand and respect the potential differences in the perspectives of others</p> <p>Component 2: Students will summarize the explicit and implicit aspects of an issue</p> <p>Component 3: Students will demonstrate an understanding of the influences of audience and context on an issue</p> <p><b>Outcome 2: Students will compare the perspectives of others to their own</b></p> <p>Component 1: Students will articulate their own perspectives and recognize potential personal bias</p> <p>Component 2: Students will question the underlying assumptions of self and others</p> <p><b>Outcome 3: Students will assess the quality of supporting evidence</b></p> <p>Component 1: Students will consider the literature and new research in the field</p> <p>Component 2: Students will assess the accuracy and relevance of supporting evidence</p> <p>Component 3: Students will use a variety of techniques to assess the quality of supporting evidence</p> <p><b>Outcome 4: Students will assess the implications and consequences that result from proposed conclusions</b></p> <p>Component 1: Students will identify the pros and cons of different theoretical approaches</p> <p>Component 2: Students will articulate the implications and consequences of an argument</p> <p>Component 3: Students will compare recommendations resulting from applying different theoretical frameworks</p> | <p>PSY-P211(Holcomb)<br/>COAS-S400 (McFarland)<br/>PHIL-P150 (Strikwerda)<br/>ENG-L202 (Cameron)<br/>SPCH-S336 (McLean)<br/>SOC-S340 (Aniskiewicz)<br/>BUS-J401 (Shabana)<br/>SPEA-V379 (Dibie), SPEA-J201 (Brown)<br/>NURS-S470 (Zody)<br/>INFO-I303 (Ross)<br/>[EDUC-P250, EDUC-P251, EDUC-P255,<br/>EDUC-P249] (Sigler and Graben-Hagen)<br/>NMCM-N411 (Jones)<br/>CHEM-105/125 (Xie)<br/>BIOL-L105 (Vincent)<br/>MATH-M216 (Hansen)<br/>BIOL-L364 (Chauret)<br/>PHIL-P383 (Steel)</p> |
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| <p><b>V. <u>Cultural Diversity</u></b><br/> Requirement – One course from the list (total of 3 hours)</p> <p><b>Outcome 1: Students will demonstrate knowledge about diverse cultures, behaviors, systems, or societies.</b></p> <p>Component 1: Students will define culture and identify cultural characteristics.</p> <p>Component 2: Students will identify cultural patterns in terms of folk customs, ethnicity, class, gender, age, religion, or other cultural components.</p> <p>Component 3: Students will identify the beliefs, values, and rights of others.</p> <p><b>Outcome 2: Students will analyze the interconnectedness of global and local concerns.</b></p> <p>Component 1: Students will identify global trends related to politics, health, economics, or education.</p> <p>Component 2: Students will articulate the connections, similarities, and dissimilarities between local practices, problems, and opportunities and global practices, problems, and opportunities.</p> <p>Component 3: Students will articulate the benefits of accommodating, adapting to, and/or incorporating cultural differences.</p> | <p>SOAS-I100* (Sciame), SOAS-F200* (Sciame)<br/> SPCH-S302 (McLean), SPCH-S427 (McLean)<br/> EDUC-M300 (Jeong)<br/> BUS-D301 (Nur)<br/> SPEA-V130 (Dibie), SPEA- J355 (Brown)<br/> Any 200-level or above foreign language course (Pico and Taff)<br/> NURS-B233 (Narwold)<br/> FOLK-F101 (Cameron)</p> |
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| <p><b>VI. <u>Ethics and Civic Engagement</u></b><br/> Requirement – One course from the list – courses are required to satisfy at least two of the three learning requirements (total of 3 hours)</p> <p><b>Outcome 1: Students will identify the key elements and approaches to ethical situations and issues</b></p> <p>Component 1: Students will discuss ethical decision making processes with an emphasis on stakeholders</p> <p>Component 2: Students will analyze key components/factors of ethical issues in a structured fashion</p> <p><b>Outcome 2: Students will identify the benefits of making informed judgments with regard to individual and group conduct</b></p> <p>Component 1: Students will articulate personal and group ethical responsibilities</p> <p>Component 2: Students will compare/contrast alternative responses to ethical situations</p> <p>Component 3: Students will discuss ways in which difficult ethical situations can be prevented or ameliorated</p> <p><b>Outcome 3: Students will identify the benefits of civic engagement</b></p> <p>Component 1: Students will apply the ethics of advocacy to individuals, and/or groups, and/or populations</p> <p>Component 2: Students will engage in the sociopolitical environment of a community via service learning or simulation</p> <p>Component 3: Students will analyze global perspectives and contrast with a local community</p> | <p>SPCH-S223 (Mosley), SPCH-S233 (McLean)<br/> [PHIL-P100, PHIL-P140, PHIL-P242, PHIL-P342<br/> PHIL-P375, PHIL-P383] (Strikwerda)<br/> EDUC-H340 (Jeong)<br/> BUS-L201 (Ficht)<br/> SPEA-V170 (Besel), SPEA-J101 (Brown)<br/> NURS-S472 (Bourke)</p> |
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| <p><b>VII. Social and Behavioral Sciences</b><br/>Requirement – two 3 credit hour courses, each from a different area (total of 6 hours)</p> <p><b>Outcome 1: Students will demonstrate an understanding of the methods of inquiry used by social or behavioral scientists</b></p> <p>Component 1: Students will demonstrate an understanding of the importance of systematic data collection.</p> <p>Component 2: Students will demonstrate an understanding of the basic features of various research methods.</p> <p><b>Outcome 2: Students will demonstrate an understanding of how political, social, or historical processes shape societies</b></p> <p>Component 1: Students will demonstrate an understanding of the functions and impact of societal (e.g., political, economic, and/or cultural) institutions.</p> <p>Component 2: Students will demonstrate an understanding of fundamental societal (e.g., political, economic, and/or cultural) changes and the factors that contribute (or have contributed) to them.</p> <p><b>Outcome 3: Students will demonstrate an understanding of behavior using social or behavioral science concepts</b></p> <p>Component 1: Students will demonstrate an understanding of important concepts and theories.</p> <p>Component 2: Students will be able to apply concepts and theories to novel situations.</p> | <p><b>Psychology</b><br/>PSY-P103** (Downey)</p>                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Sociology</b><br/>SOC-S100 (Greenwood), SOC-S101 (Aniskiewicz)</p>                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Political Science</b><br/>[POLS-Y103, POLS-Y217, POLS-Y219] (Bradley)</p>                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Economics</b><br/>ECON-E175 (Parkison), ECON-E200, ECON-E201 (Van Alstine), ECON-E202 (Chulkov)</p>                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>History</b><br/>[HIST-H105, HIST-H106] (Heath)<br/>[HIST-H113, HIST-H114] (McFarland)</p>                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>COAS-E104* (Wildblood, Sciame) [the area in which this falls will depend on the topic of the course – this is not a separate area]</p> |

\* To facilitate the graduation checklist process, records will need to be kept at the registrar level or the advisor level indicating the goal satisfied in any given semester (if any).

\*\* Responsible for covering outcomes 1 and 3.

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| <p><b>VIII. Humanities and Arts</b><br/>Requirement – One 3 credit hour course from each of the two areas (total of 6 hours)</p> <p><b>Outcome 1: Students will articulate how intellectual traditions have helped shape present cultures</b></p> <p>Component 1: Students will analyze the influence of tradition(s) on a present culture</p> <p>Component 2: Students will explain the inter-relationship of tradition and culture</p> <p><b>Outcome 2: Students will evaluate various literary, philosophical, or historical works and approaches</b></p> <p>Component 1: Students will interpret various meanings of a work</p> <p>Component 2: Students will identify the approach inherent in a work</p> <p>Component 3: Students will explain contextual influences</p> <p>Component 4: Students will evaluate the impact of the work</p> | <p><b>Literature and Philosophy</b></p> <p>SPAN-S360 (Pico and Taff)<br/>Any PHIL course except PHIL-P150 (Strikwerda)<br/>Any ENG-L course or ENG-E course (Cameron)<br/>COAS-E103* (Sciame)</p>                                                                                                                                                            |
| <p><b>Outcome 3: Students will demonstrate aesthetic appreciation through the experience of fine or performing arts</b></p> <p>Component 1: Students will describe the personal emotional impact of a piece of fine art or performance</p> <p>Component 2: Students will describe the personal intellectual impact of a piece of fine art or a performance</p> <p>Component 3: Students will describe the importance of aesthetics.</p>                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Fine, Performing, and Communication Arts</b></p> <p>[FINA-A101, FINA-A102 or any studio art course] (Steel)<br/>[HUMA-U101, HUMA-U102, HUMA-U103, HUMA-U305, MUS-M174, MUS-X001, MUS-X040, MUS-X070, MUS-U320 or any music performance course] (Ison)<br/>THTR-T120 (Kaiser)<br/>ENG-W203 (Cameron)<br/>SPCH-S201 (Kaiser)<br/>COAS-E103* (Sciame)</p> |

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| <p><b>IX. Physical and Life Sciences</b><br/>Requirement – One 5 credit hour course with a lab and one 3 credit hour course from a different area (total of 8 hours)</p> <p><b>Outcome 1: Students will apply the methods natural scientists use to explore natural phenomena</b></p> <p>Component 1: Students will analyze, process and/or interpret data</p> <p>Component 2: Students will evaluate the significance of the interpreted data</p> <p><b>Outcome 2: Students will distinguish between scientific facts and other information</b></p> <p>Component 1: Students will distinguish between beliefs and opinion versus theory</p> <p>Component 2: Students will recognize what constitutes scientific evidence</p> <p>Component 3: Students will understand the requirement of objectivity in data collection and treatment</p> <p>Component 4: Students will recognize the self-correcting nature of science</p> <p><b>Outcome 3: Students will demonstrate understanding of the basic scientific principles in the biological or physical sciences</b></p> <p>Component 1: Students will recognize the interrelation of principles and concepts within a branch of science</p> <p>Component 2: Students will recognize the complexity of the natural and/or physical world</p> <p><b>Outcome 4: Students will recognize the interaction of humans and the natural environment</b></p> <p>Component 1: Students will recognize the effect of the environment on biological and physical systems</p> <p>Component 2: Students will recognize the implications of human modification of the environment</p> <p>Component 3: Students will recognize the consequences of the modifications</p> | <p><b>Biology</b> (credit hours in parenthesis)</p> <p>BIOL-L100 (5), BIOL-L105 (5) (Vincent)<br/>BIOL-L270 (3) (Chauret)<br/>BIOL-L370 (3) (Dolph)<br/>ANAT-A215 (5) (Vincent)<br/>PHSL-P215(5) (Finkler)<br/>MICR-J200 (3) (Chauret)<br/>PLSC-B203 (5) (Dolph)<br/>PLSC-B364(5) (Dolph)<br/>COAS-E105* (Sciame)</p> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Chemistry</b> (credit hours in parenthesis)</p> <p>CHEM-C390 (3) (Gillette)<br/>CHEM-C100/C120 (5) (Gillette)<br/>CHEM-C101/ C121(5) (Kasem)<br/>CHEM-C105/C125 (5) (Xie)<br/>COAS-E105* (Sciame)</p>                                                                                                           |
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**June 4, 2009**

- Approved 3 courses that are new to our campus but already in the I.U. catalog. The courses are listed below:

CHEM-Y398     *Professional Practice in Chemistry*  
BIOL-L498     *Internship in Professional*  
CLT-C180     *Introduction to the Clinical Lab*